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ABSTRACT

To help Louisiana school systems meet state competency based education mandates, the manual presents lists of skills for those moderately, severely, and profoundly handicapped students who are receiving an alternative to a regular placement instructional program and are addressing separate minimum standards. The sequential lists are provided in the following curriculum areas: motor, cognitive, communication, activities of daily living, social, prevocational and vocational, and leisure. Skills are given codes according to curricular skill area, skill subsections, and specific skill objectives. An introductory section presents instructions on how to complete the skills lists, which indicate when each skill was introduced and when it was mastered. It also discusses issues in developing alternative standards. The minimal standards are not intended to be a curriculum or an assessment instrument. (CL)

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Separate Minimum Standards

For Moderately, Severely, and Profoundly Handicapped Students

1983

BULLETIN 1705

LOUISIANA DEPARTMENT of EDUCATION

Thomas G. Clausen, Ph.D., State Superintendent

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SEPARATE MINIMUM STANDARDS FOR MODERATELY, SEVERELY, AND PROFOUNDLY HANDICAPPED STUDENTS

Office of Special Educational Services

ACKNOWLEDGEMENTS

This publication reflects the combined efforts of the Louisiana Department of Education, Office of Special Educational Services, educators, and related service personnel throughout the State of Louisiana, to develop a comprehensive competency-based educational program for exceptional students.

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PREFACE

The Louisiana Legislature during the summer of 1979 enacted Act 750, Louisiana Competency Based Education Program (R.S. 17:24.4). This far-reaching statute encompasses all recent educational statutes and is based on the premise that local educational agencies must provide curricular options that meet the needs of individual students. The law specifically requires coordination and involvement of exceptional students and requires that their instructional programs be a part of, not separate from, the State CBE program.

An important component of the Louisiana CBE Program is the development of school system pupil progression plans. Bulletin 1566, Guidelines for Pupil Progression, calls for plans that reflects a "broad-based educational program that is fluid enough to accommodate the individual student's previous experiences, his acquired skills and abilities, and his deficiencies and disabilities." The guidelines require school systems to develop methods for making building level decisions concerning student placement. For exceptional students this requires that a curricular choice be made between the following two types of instructional programs: specially designed regular instruction and an alternative to the regular placement instructional program.

1. A specially designed regular instruction program implies that the student will address Louisiana Minimum Standards in reading, mathematics, and writing. It is expected that these students will receive a high school diploma. These students will

also take part in the Basic Skills Testing program beginning with the second grade in the 1982-83 school year. It is understood that reasonable modifications in instructional design and presentation may be necessary for students receiving specially designed instruction. All parish placement policies in regard to promotion, retention, acceleration, and compensatory education will apply to these exceptional students.

2. In contrast, students receiving an alternative to regular placement instructional program will not address State minimum standards. These students will receive a Louisiana Certificate of Achievement based upon successful completion of their alternative program. The students will not be required to participate in the Basic Skills Testing program. It is important to note that placement requires that the parent sign an assurance of informed consent on the student's IEP.

In an effort to assist school systems in meeting the CBE mandates, the Office of Special Educational Services has designed this scope of skill lists for those moderately, severely, and profoundly handicapped students who are receiving an ALTERNATIVE TO REGULAR PLACEMENT INSTRUCTIONAL PROGRAM AND ARE ADDRESSING SEPARATE MINIMUM STANDARDS. To receive a Louisiana Certificate of Achievement a student must be addressing State approved Separate Minimum Standards.

This document contains a sequential list of separate minimum standards for each of the curricular areas considered to be appropriate for students classified as moderately, severely, or profoundly handicapped. The sequential

lists are referred to as scope and sequence charts. These charts were developed by a committee composed of representatives from the field as well as State Department personnel. Persons serving on the committee included teachers instructing the various exceptionalities that are usually considered to be included within the moderate, severe, or profound levels of functioning as well as ancillary service personnel who are providing related services to these categories of students.

The committee reviewed many existing materials that have been developed and recommended for use with these populations. The materials included curricula, behavior checklists, and assessment and screening instruments. The next step was to select and compile lists of objectives that were considered to be reasonable and appropriate minimal standards for students functioning within the moderate severe and/or profound levels of performance.

In an effort to provide standards that are appropriate for all students, no matter what the impairments or how severely involved, the lists begin with the initial skills found on most developmental charts and end with skills that would move the student into minimal standards for mildly handicapped students. Therefore, somewhere within each of the scope and sequence charts there should be found objectives appropriate for every student. Those students who have mastered all standards within a particular curricular area of this booklet could begin addressing standards for mildly handicapped where applicable.

This scope of minimal standards is not intended to be a curriculum or an assessment instrument. Taking into consideration the wide variety of impairments and combinations of impairments of the students with whom these skills will be taught, it was impossible to list every skill in which every student within these categories across the State would ever need instruction and mastery.

The categories of students that would most often address separate minimal standards for moderately, severely, or profoundly handicapped students would include moderately mentally retarded, severely mentally retarded, profoundly mentally retarded, autistic, multi-handicapped, and deaf-blind. This in no way is to imply that the decision as to which set of standards a student will address is based on the categorical classification, but it is to say that many times students in these categories will be functioning at a level which will necessitate the students' addressing separate minimal standards for moderately, severely, and profoundly handicapped students.

Another issue that was given careful consideration in the development of these standards was the task analysis of skills. Although most of the skills have been analyzed to some degree, it would have been impossible to task analyze every skill into the very smallest steps to meet the needs of every student. The task analysis of skills to meet the individual needs and levels of functioning will have to be completed by the professional instructional personnel knowledgeable of the student.

It is extremely important to remember that not every student will master, nor should be expected to master, every skill in the set of standards. This is an area in which these standards differ from the regular minimal standards. Because of the nature of handicapping conditions, a situation known as the "swiss cheese effect" will be identified. The "swiss cheese effect" means that the student has mastered some of the steps but not all of them, nor have these steps been mastered in a sequential manner, toward the achievement of a skill. Sometimes it is necessary for the student to receive instruction and master the gaps in the skill sequence before moving on, sometimes skills can be skipped, and sometimes modifications can be made to facilitate mastery. At all times the

impairments of the student must be considered before the decision is made to begin instruction in a specific skill.

There are skills that, because of the nature of his impairment, a student will never be able to master; for example, orthopedically handicapped students may be able to master skill IA8.19 "move to standing position without support" or to master any of the following skills in that curricular subsection, or they may be able to master some of the skills in that curriculum subsection with adaptations and/or modifications.

Another issue of concern is age-appropriateness of skills. This set of minimal standards will be used with students from 6 years through 22 years of age. Some skills are more appropriate for younger students, some skills are more appropriate for older students, and some skills are appropriate for all ages of students if the older students are functioning at lower levels of performance. So again, professional judgment must be used by the instructional personnel in determining which skills should be addressed and which skills must be skipped.

It must be remembered that these standards are written as skills, not activities. By changing the instructional materials and/or instructional setting, many skills could be adapted for age-appropriateness to meet the needs of students of all ages.

Again, it must be emphasized that the intent of these standards is only a base from which to build. They should be used as a guide from the development of the appropriate curriculum content for moderately, severely, and profoundly handicapped students. Because of the diversity among this group of exceptional students, many variables must be taken into consideration in the development of a total and individualized program for each student.

Instructions for Use

Overview

The separate minimal standards for moderately, severely, and profoundly handicapped students have been divided into eight areas of curricular skills. These eight areas are the ones most often considered to be appropriate for students functioning within the moderate, severe, or profound levels of performance. These eight areas are motor, cognitive, communication, activities of daily living, social, pre-vocational, vocational, and leisure. The eight skill areas have been further divided into subsections. Each subsection contains a sequential list of performance objectives for that particular curricular area.

Coding System

Each skill is coded with a Roman numeral, a letter, and a cardinal number. The Roman numeral refers to the curricular skill area. The letter corresponds to the subsections of each skill area. The cardinal number refers to the specific skill objective. For example, in the communication section of the scope and sequence, the specific objective "imitate gross motor movements; e.g., clap hands together in imitation of teacher," is coded III B9. This means this objective in the ninth objective in the expressive skill subsection under the curricular area communication.

Roman Numeral refers to curriculum area.

Letter refers to subsection.

Cardinal Number refers to the specific objective.

Use of Separate Standards

Each teacher of students functioning within the moderate, severe, and/or profound levels of performance should have a master copy of these separate minimal standards.

Each page from the booklet containing a specific skill that an individual student is addressing should be duplicated and maintained in the individual student's file. When possible, the teacher should go back and complete information concerning skills previously mastered.

The first step that is essential before using this booklet is a very specific assessment of the student's skills. It will be necessary to determine skills that are mastered, skills that are emerging, and skills that are ready for instruction for each individual student. It will also be necessary to determine skills that may be impossible for an individual student to attain because of the degree of involvement of the handicapping condition or skills that should be deleted because of the age of the student. Once information related to the student's repertoire of skills is collected, it should be documented on the page from the standards that will be placed in the individual student's file. (See Appendix 2.)

The next step will be a determination of the next objective on the charts for which the student is ready to begin instruction. After selection of the objective(s), it will be necessary for the teacher to make decisions in preparation for instruction. As stated in the preface, objectives listed have been task analyzed to some extent, but have not been analyzed into the smallest components that may be necessary to address the needs of various impairments and age levels of students. The teacher or other instructional personnel must decide if the objective selected must be further task analyzed to meet the individual needs of the student.

The teacher must then determine the criteria for mastery of the objective according to the individual student's ability and mode of responses. The maximal potential for some students within the moderate, severe, or profound level of functioning may be mastery of skills with prompts, cues, or physical assistance.

After criteria for mastery have been determined, methods and materials for instruction must be selected. The same skills can be appropriate for students with various impairments if the method of presentation is varied and the student's mode of response is taken into consideration. Through careful selection of the instructional materials and instructional setting, the same skill can be adapted for age appropriateness and functionality for younger as well as secondary and postsecondary aged students.

The scope and sequence charts for the vocational area are intended to be examples and suggestions. These may require adaptation and modifications depending on what is available within the student's community of residence. The leisure time activities will be selected based upon individual interests and what is available to the student.

It is hoped that by using these standards as a guide, more consistency will be provided across the programs for moderately, severely, and profoundly handicapped students throughout the State. Copies of the appropriate pages from the scope and sequence charts completed and maintained in each student's file should provide a list of all skills taught, those mastered, those partially mastered, and those unable to be mastered and why. This master record of the student's specific level of performance would be of invaluable assistance throughout the student's entire school career.

Completion of Individual Pages

Steps for completion of individual pages are as follows:

1. Determine the entry level skill in each curriculum area for individual students based on assessment information (e.g., formal and informal tests, observations, previous IEPs, parent interviews, evaluation data).
2. Indicate those skills which have previously been mastered by putting the date and your initials under "Mastered."

3a. Indicate those skills that are being introduced by putting the date and your initials under "introduced."

3b. Indicate skills (if any) the student will be unable to address, because of the nature of the student's impairments, by putting reasons under "Comments."

4. Indicate under "Comments" those skills for which instruction is terminated and give reasons (e.g., prerequisite skills not mastered, regression because of illness).
5. Indicate under "Comments" adoption, modification, necessary adaptive equipment or level of assistance required for mastery.
6. Indicate mastery of skills introduced on an on-going basis throughout the year by putting date and initials under "Mastered."
7. Introduce the next appropriate skill on the chart and put date and initials under "Introduced." (See Appendix 2)

MOTOR

MOTOR

The motor domain is the basis for all learning. Evidence has indicated that increased proficiency in motor skills is a direct result of providing appropriate physical and recreational programming. By teaching functional tasks conducive to a positive learning environment, language, cognitive and social interactive skills can be enhanced as well.

Starting with the initial skill found on most developmental charts, the motor scope and sequence addresses five areas: gross and fine motor, oral and visual motor, and body scheme.

Initial assessment will determine the motor skills that have been mastered and the skills that are ready for instruction. Once the skill level has been identified in several of all five of the motor areas, instruction should begin with that specific skill and continue as sequentially as possible.

Because the continuum is developmental some items may appear to lack age appropriateness or functionality. However in most cases with careful selection of instructional materials the same skill can be adapted for younger as well as secondary aged students. For example:

Throw a small ball overhand
or
Throw a dart

The skill remains the same, only the material/equipment changes.

Adaptations and/or prosthestic devices may be used to attain specific skills. For example, eye pointing or the use of a head pointer may be used rather than having a student point to body parts (IE1). It may be preferable to delete completely the item rather than to adapt. In those cases in which adapting or modifying the skill changes the intent of the movement, the skill should be eliminated. For example: Run a distance of 10 feet (IA10.6); a student totally confined to a wheelchair will never attain this skill. Modifying the skill to allow the use of the wheelchair changes the intent of the movement from total body to upper body strength. In this case, deletion of the skill is most appropriate. Related service personnel such as occupational or physical therapists should be consulted when determining which skills may be impossible for an individual student to attain because of the degree of motoric involvement. Specific justification such as medical reports, multidisciplinary evaluation, etc. must be provided prior to deleting any skill from the standards for an individual student. Regardless of the decision (to delete or adapt) a notation concerning the specific skill should be made in the comment section referencing the justification.

MOTOR

NAME: _____
DOB: _____

Curriculum Area	Code	The student will	Initial and Indicate Date Introduced	Mastered	Comments
		PRONE			
GROSS MOTOR	IA1.1	turn head side to side			
	IA1.2	lift head momentarily			
	IA1.3	lift head 45°			
	IA1.4	lift head 90°			
	IA1.5	lift head and sustain at 90° with forearm support			
	IA1.6	elevate arms, hands, or elbows			
	IA1.7	extend one arm and flex the other (balance back and forth)			
	IA1.8	prop on hands with arms fully extended			
		SUPINE			
	IA2.1	turn head to one side			
	IA2.2	turn head to midline			
	IA2.3	turn head side to side			
	IA2.4	raise head			
	IA2.5	pull to sitting with severe head lag			
	IA2.6	pull to sitting with slight head lag			
	IA2.7	pull to sitting with no head lag			
	IA2.8	lift head spontaneously			
		UPRIGHT			
	IA3.1	lift head when held at shoulders			
	IA3.2	hold head steady when carried			
	IA3.3	balance head when tilted 45° in all directions			
	IA3.4	hold head erect with occasional bobbing when supported in sitting position			
	IA3.5	hold head steady when supported in sitting position			
		ROLL (PRONE TO SUPINE)			
	IA4.1	turn from side to back			
	IA4.2	extend one arm, head at 90°			
	IA4.3	roll in a lag or axial rolling position			
	IA4.4	roll over with rotation			

MOTOR

NAME: _____
DOB: _____

Curriculum Area	Code	The student will	Initial and Indicate Date: Introduced	Mastered	Comments
		ROLL (SUPINE TO PRONE)			
	IA4.5	turn from back to side			
	IA4.6	roll over as a log			
	IA4.7	roll over with rotation			
	IA4.8	roll over continuously			
		SIT			
	IA5.1	hold head steady when sitting with support			
	IA5.2	sit supported at hips with back straight			
	IA5.3	sit in high chair: trunk erect			
	IA5.4	sit alone momentarily			
	IA5.5	sit briefly leaning forward on hands			
	IA5.6	show protective extension sideways			
	IA5.7	sit without support one minute			
	IA5.8	sit without support and manipulate objects/toys (both hands involved)			
	IA5.9	move from sitting position to prone position			
	IA5.10	move from prone position to sitting position			
	IA5.11	attempt to regain sitting position when tipped off balance in forward direction			
	IA5.13	raise self to sitting from supine position			
	IA5.14	show protective extension backward			
	IA5.15	sit alone and steady 10 minutes, trunk erect			
		CRAWL			
	IA6.1	make crawling movements (flex arms and legs under body)			
	IA6.2	hold chest up and head erect for 10 seconds, arch back			
	IA6.3	lift chest and abdomen from floor with arms in flexion			

NAME: _____
DOB: _____

Curriculum Area	Code	The student will	Initial and Indicate Date: Introduced	Mastered	Comments
	IA6.4	lift chest and abdomen from floor by pushing up on hands			
	IA6.5	move in a circular motion by pivoting on stomach			
	IA6.6	push up on hands and knees and rock			
	IA6.7	crawl forward on stomach using no specific pattern			
		CREEP			
	IA7.1	assume hand-knee position then move to sitting position			
	IA7.2	maintain balance in hand-knee position when pushed to either side			
	IA7.3	rock forward in an attempt to move forward			
	IA7.4	creep using no specific pattern (both hands and knees, right arm, right leg, left arm, left leg)			
	IA7.5	creep over barriers			
	IA7.6	creep to and pull up on furniture			
	IA7.7	creep rapidly			
		STAND (HELD UPRIGHT)			
	IA8.1	bear small fraction of weight on feet with underarm support			
	IA8.2	extend legs and take large fraction of weight in supported standing position			
	IA8.3	bend knees and shift body weight downward with support			
	IA8.4	straighten knees and shift body weight upward with support			
	IA8.5	repeatedly bend and straighten legs while supporting part of body weight			
		STAND (PULLS SELF)			
	IA8.6	raise head and shoulders when supine			
	IA8.7	pull self to sitting position with support			
	IA8.8	bear own weight using physical support (holding care-taker's thumbs)			

NAME: _____
DOB: _____

Curriculum Area	Code	The student will	Initial and Indicate Date Introduced	Mastered	Comments
	IA8.9	bear own weight holding onto furniture for at least one minute			
	IA8.10	pull to kneeling position using furniture			
	IA8.11	move to half kneel position holding onto furniture			
	IA8.12	push up to standing			
	IA8.13	stand short periods playing with toy using one hand for support or balance			
	IA8.14	stand several minutes while playing with toy (both hands involved; only stomach touching)			
	IA8.15	stand with support for one minute			
	IA8.16	lower self from standing to sitting with support			
	IA8.17	stand alone momentarily			
	IA8.18	stand, no support, for one minute			
	IA8.19	move to standing position without support			
	IA8.20	stoop and recover object			
	IA8.21	stand on one foot with help			
	IA8.22	regain balance when slightly pushed in any direction			
	IA8.23	seat self in chair from standing position			
	IA8.24	stand with feet together for five seconds			
	IA8.25	stand on tiptoes for one second			
	IA8.26	rise to standing from supine position using hands (minimal body twisting)			
	IA8.27	stand on one foot for one second			
	IA8.28	rise to standing without using hands - (turn body slightly)			
	IA8.29	stand on one foot for five seconds			
	IA8.30	stand on tiptoes for three seconds			
	IA8.31	stand on tiptoes for 10 seconds			
	IA8.32	rise directly to standing from supine, no hand support or turning of body			
	IA8.33	stand on one foot for one second with eyes closed			
	IA8.34	stand heel-to-toe for five seconds			

NAME: _____
DOB: _____

Curriculum Area	Code	The student will	Initial and Indicate Date Introduced	Mastered	Comments
	IA9.1	cruise by holding onto furniture (move in either direction without hesitation)			
	IA9.2	walk with two hands held			
	IA9.3	walk with one hand held			
	IA9.4	walk forward with the support of an object			
	IA9.5	walk alone hands held in high guard position			
	IA9.6	walk forward, stop, and turn without losing balance			
	IA9.7	resume walking after stopping to recover object			
	IA9.8	walk sideways several steps			
	IA9.9	walk backward several steps			
	IA9.10	walk a straight line			
	IA9.11	walk backward 10 feet in a straight line			
	IA9.12	walk with heel-toe gait reciprocal arm swing			
	IA9.13	walk on tiptoes 10 feet			
	IA9.14	walk up an incline			
	IA9.15	walk down an incline			
	IA9.16	walk six feet forward with heel-to-toe pattern			
	IA9.17	walk circle staying on path			
		RUN			
	IA10.1	run stiffly, with some falling			
	IA10.2	run stiffly, with few falls			
	IA10.3	run forward, stop, and start, without falling			
	IA10.4	run smoothly with changes in speed			
	IA10.5	run on toes			
	IA10.6	run a distance of 10 feet			
	IA10.7	run and tag a stationary object			
	IA10.8	run and tag a moving object			
	IA10.9	run 150 feet in 12 seconds			
	IA10.10	run around three obstacles placed within a total distance of 150 feet			
	IA10.11	run with reciprocal arm swing			

MOTOR

NAME: _____

DOB: _____

Curriculum Area	Code	The student will.....	Initial and Indicated Date Introduced	Mastered	Comments
		CLIMB			
	IA11.1	creep up several steps			
	IA11.2	climb onto a large chair			
	IA11.3	creep backward down stairs			
	IA11.4	climb down from a large chair without assistance			
	IA11.5	walk up stairs nonreciprocally holding rail or wall (both feet placed on same step before proceeding to next)			
	IA11.6	walk down stairs nonreciprocally holding rail or wall			
	IA11.7	walk up three steps nonreciprocally without support			
	IA11.8	walk down three steps reciprocally without support			
	IA11.9	walk up three steps alternating feet without support			
	IA11.10	climb to the top of a four foot tall ladder			
	IA11.11	walk up and down stairs carrying object in each hand			
		BALL ROLL			
	IA12.1	push ball (12 inch diameter, playground ball) when in sitting position			
	IA12.2	roll ball using two hands when sitting			
	IA12.3	roll ball using two hands when standing			
	IA12.4	roll to partner			
	IA12.5	roll ball with one hand, sitting or standing			
	IA12.6	roll ball five feet using two hands			
	IA12.7	roll a large ball at designated target			
	IA12.8	roll ball 10 feet using two hands			
		THROW			
	IA13.1	grasp and hold playground ball with both hands			
	IA13.2	throw playground ball underhand while sitting			
	IA13.3	throw a ball three to four inches in diameter overhand			

MOTOR

NAME: _____

DOB: _____

Curriculum Area	Code	The student will.....	Initial and Indicated Date		
			Introduced	Mastered	Comments
	IA13.4	throw a ball overhand four feet			
	IA13.5	throw a ball overhand 10 feet			
	IA13.6	throw a ball using shoulder and elbow			
	IA13.7	throw a ball overhand six feet			
	IA13.8	throw a ball guiding course of ball with fingers			
	IA13.9	throw a ball overhand 12 feet with follow through			
	IA13.10	toss one of five beanbags underhand into wastebasket from distance of six feet			
	IA13.11	toss two of five beanbags same distance			
	IA13.12	toss three of five beanbags same distance			
	IA13.13	throw a tennis ball a distance of 20 feet			
	IA13.14	toss four of five beanbags underhand into wastebasket from distance of six feet			
	IA13.15	toss five of five beanbags, underhand, same distance			
		KICK			
	IA14.1	swing foot forward without losing balance			
	IA14.2	walk into large ball to push it forward			
	IA14.3	kick stationary ball forward without losing balance			
	IA14.4	walk to and kick stationary ball			
	IA14.5	run to and kick stationary ball			
	IA14.6	kick rolling ball			
	IA14.7	walk to and kick a rolling ball			
	IA14.8	run to and kick a rolling ball			
	IA14.9	kick ball forward 10 feet			
	IA14.10	perform a drop kick			

NAME: _____

DOB: _____

Curriculum Area	Code	The student will.....	Initial and Indicated Date Introduced	Mastered	Comments
		BOUNCE			
	IA15.1	bounce playground ball (12 inch diameter) in place using both hands			
	IA15.2	bounce and catch in place two times with both hands			
	IA15.3	bounce ball in place five consecutive times with both hands			
	IA15.4	bounce ball in place five consecutive times with either hand			
	IA15.5	bounce ball with either hand and walk a distance of of six feet			
	IA15.6	bounce ball while walking changing hands often			
	IA15.7	bounce ball around obstacles			
		CATCH			
	IA16.1	trap bounced playground ball (12 in. diameter) with arms and body			
	IA16.2	trap underhand thrown ball with arms and body			
	IA16.3	catch bounced playground ball with both hands			
	IA16.4	catch underhand thrown ball with both hands			
	IA16.5	catch a playground ball bounced in place two or more times			
	IA16.6	trap beanbag with arms and body			
	IA16.7	catch beanbag with both hands			
	IA16.8	catch with two hands a tennis ball or equivalent thrown underhand			
	IA16.9	catch a tennis ball or equivalent thrown overhand			
	IA16.10	catch a tennis ball thrown underhand with one hand			
	IA16.11	catch an aerial ball with two hands			

NAME: _____

DOB: _____

Curriculum Area	Code	The student will.....	Initial and Indicated Date		
			Introduced	Mastered	Comments
		JUMP			
	IA17.1	jump off floor with both feet			
	IA17.2	jump in place for five seconds			
	IA17.3	jump from elevated (12 inch surface) maintaining balance			
	IA17.4	jump over string two inches high			
	IA17.5	broad jump a distance of one foot			
	IA17.6	high jump six inches			
	IA17.7	broad jump two feet			10
	IA17.8	jump a turning rope two times without hesitation			
	IA17.9	high jump 10 inches			
		HOP			
	IA18.1	stand on one foot momentarily			
	IA18.2	hop one time on each foot with support			
	IA18.3	hop on each foot two times, no support			
	IA18.4	hop on alternating feet			
	IA18.5	skip on one foot			
	IA18.6	skip, alternating feet			
	IA18.7	hop forward for a total distance of three feet			
	IA18.8	hop forward for a total distance of six feet			
		STRIKE			
33	IA19.1	strike a suspended balloon or yarn ball with both hands			34
	IA19.2	strike a suspended balloon or yarn ball with one hand			
	IA19.3	strike a suspended tennis ball with either hand			
	IA19.4	strike a ball up with either hand			
	IA19.5	strike a suspended yarn ball with a light paddle			

NAME: _____

DOB: _____

Curriculum Area	Code	The student will.....	Initial and Indicated Date		
			Introduced	Mastered	Comments
	IA19.6	strike a suspended tennis ball with a light paddle			
	IA19.7	using a light paddle, strike a ball continuously against the floor			
	IA19.8	grip bat with both hands with proper hand placement			
	IA19.9	swing bat forward			
	IA19.10	strike a stationary ball with bat			
	IA19.11	strike rolled ball with bat			
	IA19.12	strike softball thrown gently underhand			
	IA19.13	strike softball and demonstrate follow through technique			
		RHYTHM			
	IA20.1	move whole body in an uncoordinated response to music			
	IA20.2	move separate body parts in rhythm (clapping hands, tapping foot, nodding head, waving hands, etc.)			
	IA20.3	walk rhythmically to music			
	IA20.4	march to music			
	IA20.5	perform simple dance steps to music			
	IA20.6	attempt rhythmic movements with hand instruments			
	IA20.7	jump to the rhythm of simple tunes			
	IA20.8	gallop to simple tune			
	IA20.9	run, jump to simple rhythms			
		BALANCE			
	IA21.1	stand on elementary balance beam with two hands held for support*			
	IA21.2	stand on elementary balance beam with one hand support*			
		*An elementary balance beam is 4" wide and approximately 6" high			

NAME: _____

DOB: _____

Curriculum Area	Code	The student will.....	Initial and Indicated Date		
			Introduced	Mastered	Comments
	IA21.3	walk forward on a floor line, four inches in width			
	IA21.4	walk balance beam with both hands held			
	IA21.5	balance momentarily on balance beam with feet in heel/toe position			
	IA21.6	attempt step on balance beam without assistance			
	IA21.7	walk forward using hands to aid in balance			
	IA21.8	walk balance beam with hands at side			
	IA21.9	walk balance beam using the side step			
	IA21.10	walk backwards with hands at side			
	IA21.11	walk balance beam backward toe-to-heel pattern			
	IA21.12	walk backward with hands at side seven consecutive steps			
	IA21.13	walk on a balance beam backward toe-to-heel pattern			
	IA21.14	walk forward with eyes focused on a target at eye level			
	IA21.15	walk on a balance beam while carrying object in each hand			
	IA21.16	walk on a balance beam while manipulating object			
	IA21.17	push and maintain control of a wheeled object (example: cart)			
	IA21.18	pull and maintain control of a wheeled object (example: cart)			
	IA21.19	sit upon a wheel vehicle to be pushed or pulled by the teacher			
	IA21.20	propel a wheel vehicle with both feet			
	IA21.21	pedal an appropriate-sized tricycle			
	IA21.22	steer an appropriate-sized tricycle			
	IA21.23	propel a wagon with one foot, riding and steering			
	IA21.24	ride a bike with training wheels			
	IA21.25	ride a bike without training wheels			
	IA21.26	roller skate forward with support			

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37

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NAME: _____

DOB: _____

Curriculum Area	Code	The student will.....	Initial and Indicated Date		
			Introduced	Mastered	Comments
FINE MOTOR	IB1	demonstrate purposeful grasp reflex			
	IB2	play regarding hands			
	IB3	hold toy with palmer grasp			
	IB4	activate arm movement at the sight of a toy			
	IB5	reach purposefully toward a toy/object			
	IB6	exhibit hand to mouth pattern			
	IB7	drop an object without pausing			
	IB8	transfer object from one hand to the other			
	IB9	visually pursue a lost toy/object			
	IB10	rake or scoop a raisin when offered			
	IB11	poke at an object with isolated index finger			
	IB12	pick up an object using the pincer grasp			
	IB13	grasp for a toy/object out of reach			
	IB14	visually inspect, manipulate objects			
	IB15	voluntarily release toy/object			
	IB16	roll a small ball imitatively			
	IB17	place a small object in a container			
	IB18	hold an object in each hand and hit them together			
	IB19	hold a crayon and make contact with a sheet of paper			
	IB20	attempt to scribble			
	IB21	build a three (object) tower with one-inch objects			
	IB22	pick up a crayon and scribble spontaneously			
	IB23	place the round form in a form board when given three forms			
	IB24	imitate vertical and circular scribbles			
	IB25	turn the pages of a book or a magazine two or three at a time			
	IB26	stack six or more equally sized objects to form a structure approximately six inches in height			
	IB27	turn the pages of a book or magazine one at a time			

NAME: _____

DOB: _____

Curriculum Area	Code	The student will.....	Initial and Indicated Date		
			Introduced	Mastered	Comments
	IB28	thread one object through another (example: shoe lacing, threading a needle)			
	IB29	exhibit hand preference			
VISUAL MOTOR	IC1	fixate and maintain a short visual pursuit of stimulus			
	IC2	move head to follow a visual stimulus when in a prone position			
	IC3	follow stimulus with the eyes and head using smooth eye movements through a 60° arc in the horizontal plane			
	IC4	follow stimulus with the eyes and head using smooth eye movements through a 60° arc in the vertical plane			
	IC5	follow stimulus with eyes and head using a smooth eye movement through a 120° arc in the horizontal plane			
	IC6	follow stimulus with eyes and head using a smooth eye movement through 120° arc in the vertical plane			
	IC7	pursue a stimulus with head and eye movement through 180° arc in a horizontal plane			
	IC8	pursue a stimulus with head and eye movement through 180° arc in a vertical plane			
	IC9	concentrate on hands in view			
	IC10	fixate on mobiles			
	IC11	swipe with fisted hand at objects in environment			
	IC12	glance from object to hand and back again			
	IC13	clasp hands at midline during activity			
	IC14	rotate trunk toward object in view			
	IC15	reach for stimulus and make crude attempt to grasp small object			
	IC16	open hands in anticipation of grasping object			
	IC17	use two hands in reaching for object			

NAME: _____

DOB: _____

Curriculum Area	Code	The student will.....	Initial and Indicated Date		
			Introduced	Mastered	Comments
ORAL MOTOR	ID1	move tongue to top of mouth			
	ID2	produce vowel sounds as eeir, oo, we, wheer, woo, wough			
	ID3	smack lips when pouting			
	ID4	coordinate sucking, swallowing, and breathing			
	ID5	demonstrate integration, of bite reflex			
	ID6	babble, using a series of syllables			
	ID7	move tongue laterally to the right			
	ID8	move tongue laterally to the left			
	ID9	open and close the jaw			
	ID10	swallow solid/textured food			
	ID11	replace sucking with munching			
	ID12	imitate cough or licking sound			
	ID13	combine vowels when speaking			
	ID14	use "b" and "d" sounds			
	ID15	control saliva and decrease drooling			
	ID16	chew "crunchy" or semi-solid foods			
	ID17	imitate sounds			
	ID18	lick lips			
	ID19	speak with 6-10 words			
	ID20	speak with 20 or more words			
	ID21	use short phrases when speaking (e.g., "mamma go bye, bye"			
	ID22	use consonants when speaking			
	ID23	master consonant blends such as gr, br			
	ID24	speak with a vocabulary of 100 or more words			

MOTOR

NAME: _____

DOB: _____

Curriculum Area	Code	The student will.....	Initial and Indicated Date		
			Introduced	Mastered	Comments
BODY SCHEME	IE1	point to two of his own body parts			
	IE2	identify two body parts from pictures			
	IE3	touch on request: a) stomach c) arm (s) e) mouth g) chin b) cheek d) leg (s) f) hair h) neck			
	IE4	identify on self: a) front c) side b) back			
	IE5	draw a person with head and legs			
	IE6	copy "Simon says" postures			
	IE7	draw a recognizable six-part person with body			
	IE8	point with eyes closed to: a) front b) back c) up d) down			
	IE9	be aware of but confuse right and left			
	IE10	identify object that is: a) beside b) between c) in front of d) in the middle of e) in back of			
	IE11	identify right and left on self			
	IE12	discriminate right and left on facing person			

COGNITIVE

COGNITIVE

The following section is intended as suggestions, bases from which to build. Not every student will master every skill identified in this curricular area.

Additional task analysis of skills to meet individual needs must be completed prior to instruction.

COGNITIVE

NAME: _____

DOB: _____

Curriculum Area	Code	The student will	Initial and Indicate Date Introduced	Mastered	Comments
	IIA1	respond to variety of noisemakers			
	IIA2	visually search for sound			
	IIA3	turn head in direction of sound and visually search for sound			
	IIA4	move head back and forth in response to sounds from opposite directions			
	IIA5	fixate on visual stimulus for three seconds			
	IIA6	fixate and maintain short visual pursuit with eyes			
	IIA7	move head to follow visual stimulus			
	IIA8	move head horizontally to follow visual stimulus			
	IIA9	move head vertically to follow visual stimulus			
	IIA10	move head in a circle to follow visual stimulus			
	IIA11	respond to the disappearance of a moving object			
	IIA12	continue to gaze where object disappears			
	IIA13	visually search around point where object disappears			
	IIA14	track visual stimulus for 10 seconds			
	IIA15	fixate on hands for 10 seconds			
	IIA16	swipe with fisted hand at object in field of vision			
	IIA17	glance repeatedly from object to hand and back			
	IIA18	clasp hands over midline			
	IIA19	swipe at object presented at side			
	IIA20	clasp hands over midline, visually pursuing their approach and interplay			
	IIA21	rotate trunk toward object in view			
	IIA22	play with feet			
	IIA23	open hands in anticipation of grasping object			
	IIA24	reach for stimulus and make a crude attempt to grasp an object			
	IIA25	reach for and grasp an object with two hands			
	IIA26	transfer object from one hand to the other			
	IIA27	rake and scoop small objects			
	IIA28	release one object to reach for another			
	IIA29	repeat movement/actions that produce results			
	IIA30	remove from face a cloth obscuring vision			
	IIA31	recover partially hidden object			
	IIA32	respond as if an object does not exist if removed from sight			

COGNITIVE

NAME: _____

DOB: _____

urriculum Area	Code	The student will	Initial and Indicate Date Introduced	Mastered	Comments
	IIA33	exhibit facial and vocal surprise when hidden object is revealed			
	IIA34	demonstrate visual memory of object permanence by searching			
	IIA35	remove an object from an open container by reaching in the container			
	IIA36	find a completely hidden object			
	IIA37	perform four or more activities with one object, e.g., banging, shaking, turning, or throwing			
	IIA38	voluntarily release an object			
	IIA39	pick up a dropped object			
	IIA40	voluntarily release and pick up an object			
	IIA41	transfer an object from one hand to another in order to pick up a second object			
	IIA42	demonstrate different activities with objects having different properties, e.g., rolling a ball, ringing a bell, stacking blocks			
	IIA43	combine two different objects to perform an activity			
	IIA44	combine two different objects to perform a functional activity			
	IIA45	use objects according to their functions			
	IIA46	combine objects according to their functions			
	IIA47	place objects in containers according to size and shape (example: cubes in jars, pegs in pegboards, dishes in a cabinet)			
	IIA48	imitate simple motor movements			
	IIA49	perform simple motor movements upon command			
	IIA50	carry out simple commands			
	IIA51	identify body parts (see motor section)			
	IIA52	use a "tool" to obtain an object out of reach			
	IIA53	overcome obstacles to obtain objects			
	IIA54	identify common objects			
	IIA55	match objects according to color (example: socks, color-coding vocational tasks)			
	IIA56	match objects according to size			
	IIA57	match objects according to shape			

COGNITIVE

NAME: _____

DOB: _____

rriculum Area	Code	The student will	Initial and Indicate Date: Introduced	Mastered	Comments
	IIA58	point to named pictures			
	IIA59	follow three-step directions			
	IIA60	name familiar pictures			
	IIA61	join in group rhythmic recitations and songs			
	IIA62	identify actions with verbs			
	IIA63	copy a circle			
	IIA64	match objects according to textures			
	IIA65	point to big or little upon request			
	IIA66	cross a vertical line with a horizontal line, or vice versa, with a pencil			
	IIA67	place objects in or on or under upon request			
	IIA68	know gender of self and others			
	IIA69	identify big versus little objects			
	IIA70	identify heavy objects from light objects			
	IIA71	put together graduated containers according to size			
	IIA72	identify actions illustrated in pictures			
	IIA73	identify the function of an object			
	IIA74	recognize self in a picture			
	IIA75	repeat two sequential digits			
	IIA76	put together parts to make a whole			
	IIA77	describe events or persons from everyday situations			
	IIA78	indicate long from short			
	IIA79	indicate which objects functionally go together			
	IIA80	repeat three sequential digits			
	IIA81	arrange objects into categories			
	IIA82	draw a "V" stroke in imitation			
	IIA83	draw a diagonal line from corner to corner of a one-inch square of paper			
	IIA84	count to 10 objects in imitation			
	IIA85	match sequence or pattern of objects			
	IIA86	draw a series of connected "V" strokes in imitation			
	IIA87	add legs and/or arms to incomplete man			
	IIA88	select correct object for placement in appropriate space (examples: jigs that are used in preparation for workshop settings, puzzles when age-appropriate)			
	IIA89	identify objects that are alike			
	IIA90	identify objects that are different			

COMMUNICATION

COMMUNICATION

In preparation for using the communication section of the Separate Minimum Standards, certain concepts must be considered. It is critical to address the function of communication with the severely and profoundly handicapped students. Communication refers to social interactions in which some message is exchanged. These messages need not be relayed through involved systems of rules of grammar or syntax. It is essential to provide students with a means of making their wants and needs known.

There are several options available to classroom teachers and language therapists. Such means of communication include the following:

1. verbal and nonverbal languages
2. manual signing
3. communication boards and books
4. primary signal systems (e.g., eyeblink for yes, etc.)

In determining which communication system to use, it is critical for the system to be evaluated according to the following:

1. Specific characteristics of students must be considered (e.g., learning style, cognitive skills, motoric skills, and physical and/or sensory impairments, etc.)

2. Portability - which refers to the ease with which a system can be transported by the student. There are communication boards which, because of their size and weight, are not practical for use in a number of different environments.

3. Language capacity of the system - refers to the potential of the system to code complex and explicit messages. Some systems may enable the user to send a message in many different ways. However, this may not be a consideration in cases in which the function of communication is the program objective. In such a situation, other systems would have to be considered.

4. Potential communication audience - refers to the audience with whom the student comes in contact in domestic, recreation/leisure, community and vocational environments (e.g., parents, extended family, neighborhood peers, people in restaurants, or shopping centers.)

Within the range of systems of communication, oral language appears to be the most desirable in terms of portability, language capacity, and potential audience. It must be noted that development of adaptive and versatile oral language in the severely and profoundly handicapped population is not always possible. Therefore, alternative modes of communication must be considered to facilitate communication.

COMMUNICATION

NAME: _____
DOB: _____

Curriculum Area	Code	The student will	Initial and Indicate Date: Introduced	Mastered	Comments
Receptive Skills	IIIA1	respond to sound with a startle or body movement			
	IIIA2	stop activity in response to a sound			
	IIIA3	respond to sound by smiling/frowning			
	IIIA4	turn head in direction of sound			
	IIIA5	turn eyes in direction of sound			
	IIIA6	turn head in direction of speaker			
	IIIA7	look directly at speaker's face when spoken to			
	IIIA8	respond to own name by stopping activity, turning, or looking			
	IIIA9	sustain eye contact with stationary object making sound			
	IIIA10	sustain eye contact with moving object making sound			
	IIIA11	respond to a variety of auditory stimuli, e.g., verbalization, music, rhythmical play			
	IIIA12	wave good bye or clap hands in response to verbal request			
	IIIA13	respond to single one-word commands when accompanied by gestures, e.g., go, come, look, sit			
	IIIA14	respond to single action one-word command given without gestures			
	IIIA15	respond to single action two-, three-, or four-word command given with gestures			
	IIIA16	respond to single action two-, three-, four-word command given without gestures			
	IIIA17	point to common objects in environment on command			
	IIIA18	point to common objects according to function of object, e.g., "We sleep on a _____."			
	IIIA19	respond to one step verbal commands using pronouns, e.g., "Give me the shoe."			
	IIIA20	carry out commands which include adjectives of size, "Give me the big ball."			
	IIIA21	point to specified action picture on command, e.g., "Point to the baby crying."			
	IIIA22	place object in response to prepositions on command, e.g., "Put spoon in mouth."			

COMMUNICATION

NAME: _____
DOB: _____

Curriculum Area	Code	The student will	Initial and Indicate Date: Introduced	Mastered	Comments
	IIIA23	perform two simple related successive commands, e.g., "Go get your coat and put it on."			
	IIIA24	perform simple unrelated commands, but not in order			
	IIIA25	perform two simple unrelated commands in order			
	IIIA26	perform three related successive commands			
	IIIA27	perform three unrelated commands, but not in order			
	IIIA28	perform three unrelated commands in order			
	IIIA29	select object named by teacher, e.g., "Give me the cold water."			
	IIIA30	follow directions when given to group			
Expressive Skills	IIIB1	vocalize to signify specific primary needs, e.g., cries when hungry or when in pain (discomfort sounds)			
	IIIB2	produce sounds, e.g., coos, laughs, squeals (comfort sounds)			
	IIIB3	produce vocalization/gestures as a means of attracting interpersonal "interaction," e.g., to attract mother, listens, then yells again			
	IIIB4	use facial and body gestures with vocalization			
	IIIB5	make single vowel sounds			
	IIIB6	vocalize single syllable combination of consonant-vowels, e.g., "da da"			
	IIIB7	produce babbling sounds with varying intonation			
	IIIB8	produce vocalization with intonation patterns that resemble sentences			
	IIIB9	imitate gross motor movements, e.g., clap hands together in imitation of teacher			
	IIIB10	imitate fine motor movements, e.g., open mouth imitating teacher			
	IIIB11	imitate speech sounds, e.g., vowels/consonants			
	IIIB12	produce one-word consistently to designate an object			
	IIIB13	say words in imitation			
	IIIB14	refer to self by name			
	IIIB15	say words labeling familiar objects			
	IIIB16	ask for name of object, e.g., "What's that?"			
	IIIB17	use "no" appropriately in response to "no" questions			

COMMUNICATION

NAME: _____
DOB: _____

Curriculum Area	Code	The student will	Initial and Indicate Date: Introduced	Mastered	Comments
	IIIB18	use "yes" appropriately in response to "yes" questions			
	IIIB19	answer questions of function with one-word utterances, e.g., "What do you eat with?" "spoon"			
	IIIB20	use stereotyped phrases, e.g., "all gone"			
	IIIB21	use article plus noun, e.g., "a dog"			
	IIIB22	use possessive plus noun			
	IIIB23	use noun plus qualifier			
	IIIB24	use adjective plus noun			
	IIIB25	use verb or noun plus locator			
	IIIB26	use noun plus demonstrator			
	IIIB27	use two-word predicate phrases, e.g., "cup broken"			
	IIIB28	use verb plus noun			
	IIIB29	use verb plus preposition			
	IIIB30	use two-word negatives			
	IIIB31	use three-word utterances, e.g., "a big book" -- using combinations of article, adjective, noun using present tense			
	IIIB32	use three-word utterances using combinations of article, noun, adjective, or preposition, e.g., "the cup dirty" or "ball in box"			
	IIIB33	use three-word utterances using combinations of demonstrator, adjective, noun, e.g., "It's a blue car."			
	IIIB34	use three-word utterances using combination locator, adjective, noun, e.g., "here big book"			
	IIIB35	use three-word utterances using combination article, preposition, object, adjective, e.g., "want the candy," "ride in a car," or "pull wagon fast"			
	IIIB36	use three-word utterances forming question, e.g., "where blue truck"			
	IIIB37	use three-word utterances forming negations, e.g., "John not little"			
	IIIB38	use three-word utterances with conjunctions, e.g., "want cookie and juice"			

COMMUNICATION

NAME: _____
DOB: _____

Curriculum Area	Code	The student will	Initial and Indicate Date: Introduced	Mastered	Comments
	IIIB39	use simple past tense adding "ed," e.g., "washed hands"			
	IIIB40	use irregular past tense, e.g., "boy ate cookie"			
	IIIB41	use possessive, e.g., "mommy's purse gone"			
	IIIB42	use single plurals adding in three word utterances, e.g., "see car go"			
	IIIB43	use pronoun in three word utterances, e.g., "me eat cookies"			
	IIIB44	use possessive pronouns, e.g., "my cookie"			
	IIIB45	form kernal sentences using pivot verb "is," e.g., "Jane is a good girl."			
	IIIB46	form kernal sentences using noun phrase plus verb phrase, e.g., "The boy pulls the wagon."			
	IIIB47	form kernal sentences using verb, e.g., "The boy pulls the wagon slowly."			
	IIIB48	form kernal sentences using interrogative, e.g., "Where is mommy?"			
	IIIB49	form kernal sentences using negatives, e.g., "He is not here."			
	IIIB50	form kernal sentences using conjunctions, e.g., "Katie is playing, but I'm not."			
	IIIB51	use infinitive verb form in sentences, e.g., "I want to eat."			
	IIIB52	use four- to five-word sentences			
	IIIB53	spontaneously tell about experiences			
	IIIB54	use subject and verb in agreement in number			
	IIIB55	use auxiliary verbs with present participle, e.g., ""is going"			
	IIIB56	use subject verb agreement in person			
	IIIB57	describe events of past, present in sequential order			
	IIIB58	use future tense, e.g., "He will go."			
	IIIB59	describe events of past, present, future in sequential order			
	IIIB60	use dependent clauses			
	IIIB61	use compound sentences with more than one main clause, e.g., "We went to school and played all day."			

COMMUNICATION

NAME: _____
DOB: _____

Curriculum Area	Code	The student will	Initial and Indicate Date: Introduced	Mastered	Comments
	IIIB62	use complex sentences containing one main clause and one or more subordinate clauses, e.g., "I rode my bike to the store before it got dark."			
	IIIB63	speak on one subject long enough to obtain closure			

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ACTIVITIES
OF
DAILY LIVING

ACTIVITIES OF DAILY LIVING

The importance of skills within the activities of daily living curriculum area cannot be stressed enough. The more skills that students are able to master within this curriculum area the more independently they will be able to function as adults. Mastery of skills within the activities of daily living curriculum area affect all aspects of the student's life and not only enhance their opportunity to survive in society but also their ability to contribute to it.

The skills included within this area range from fundamental self-help skills such as toileting and feeding to more complex skills of functional reading and functional math. When teaching activities of daily living, the instructor must stress the activities that are required to function day-to-day as the basis for the development of the program.

Skills within this curriculum area have been task analyzed, but it will be necessary for instructional personnel to consider further analysis to meet needs of individual students.

It is important to consult related service personnel including occupational therapists, physical therapists, and speech/language therapists in selecting goals and objectives for individual students. When teaching skills such as toileting and feeding, the teacher must be aware of any medical impairments that would prevent the student from mastering these skills.

Many skills in this curricular area may be taught to students with a variety of impairments with the use of adaptive equipment and/or materials.

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ACTIVITIES OF DAILY LIVING

NAME: _____
DOB: _____

Curriculum Area	Code	The student will	Initial and Indicate Date Introduced	Mastered	Comments
TOILETING	IVA1	sit on toilet with supervision			
	IVA2	urinate in toilet inconsistently when placed on toilet			
	IVA3	sit on toilet unsupervised for short periods of time			
	IVA4	remain dry for two or more hours through the use of toilet scheduling			
	IVA5	move bowels approximately the same time every day through the use of toilet scheduling			
	IVA6	indicate awareness of being wet or soiled by gesture, action, or vocalization			
	IVA7	move bowels in toilet if placed there when need is indicated			
	IVA8	inconsistently indicate need to use the toilet			
	IVA9	urinate in toilet consistently			
	IVA10	move bowels in toilet consistently with occasional reminders			
	IVA11	indicate need to use the toilet			
	IVA12	flush toilet with reminder			
	IVA13	decrease accidents at night to 10 percent or less			
	IVA14	limit accidents to periods during excitment or upsets			
	IVA15	attempt to clean self after bowel movement			
	IVA16	use toilet tissue as directed			
	IVA17	use toilet tissue as necessary			
	IVA18	flush toilet as necessary			
	IVA19	go to toilet independently			
	IVA20	go to toilet independently with reminder to wipe self after bowel movement			
	IVA21	go to toilet as necessary with accidents only when ill			
	IVA22	arrange clothing properly before leaving bathroom			
	IVA23	wash and dry hands after using toilet			
	IVA24	use toilet independently with no accidents			
	IVA25	use correct bathroom in a public place			

ACTIVITIES OF DAILY LIVING

NAME: _____
DOB: _____

Curriculum Area	Code	The student will	Initial and Indicate Date Introduced	Mastered	Comments
FEEDING	IVB1	part lips when touched with spoon/glass			
	IVB2	close lips on spoon/glass			
	IVB3	suck			
	IVB4	swallow			
	IVB5	close bottom lip on cup edge when given drink			
	IVB6	drink without drooling			
	IVB7	keep tongue in mouth while swallowing			
	IVB8	close lips when swallowing			
	IVB9	open jaw when stimulated			
	IVB10	open jaw on command			
	IVB11	close jaw when stimulated			
	IVB12	close jaw on command			
	IVB13	control bite			
	IVB14	coordinate sucking, swallowing, and breathing			
	IVB15	turn face and open mouth to accept food or drink			
	IVB16	remove food from spoon with lips			
	IVB17	chew semi-solid food			
	IVB18	drink from cup/glass			
	IVB19	feed self finger foods			
	IVB20	feed self with spoon using palmar grasp			
	IVB21	eat solid food			
	IVB22	discriminate edibles			
	IVB23	suck liquid using a straw			
	IVB24	scoop food with a fork			
	IVB25	eat holding utensils with mature grasp			
	IVB26	cut food with fork or spoon			
	IVB27	spread with a knife			
	IVB28	cut food with a knife			
	IVB29	unwrap food			
	IVB30	peel food with fingers (bananas, oranges, etc.)			
	IVB31	use napkin to wipe mouth			
	IVB32	serve self food from serving dish			
	IVB33	place napkin on lap			
	IVB34	open milk carton			

ACTIVITIES OF DAILY LIVING

NAME: _____
DOB: _____

Curriculum Area	Code	The student will	Initial and Indicate Date Introduced	Mastered	Comments
UNDRESSING/ DRESSING	IVC1	cooperate while being dressed and undressed			
	IVC2	move arms/legs in assistance for dressing/undressing			
	IVC3	use hands to assist in dressing and/or undressing			
	IVC4	remove own socks			
	IVC5	remove underpants			
	IVC6	remove elastic waist/unfastened pants			
	IVC7	remove open front garment (e.g., coat, shirt)			
	IVC8	remove shoes (e.g., loafers or unfastened)			
	IVC9	remove pullover garment (e.g., T-shirt)			
	IVC10	put on socks			
	IVC11	put on underpants			
	IVC12	put on elastic waist pants (or pants but not fastened)			
	IVC13	put on open-front garment			
	IVC14	put on pullover garment			
	IVC15	put on shoes (e.g., loafers or without tying, lacing, etc.)			
	IVC16	distinguish front from back of clothing			
	IVC17	unsnap snaps			
	IVC18	unzip zippers			
	IVC19	untie bows			
	IVC20	untie knots			
	IVC21	unbutton buttons			
	IVC22	put on belts			
	IVC23	remove bra			
	IVC24	snap snaps			
	IVC25	zip zippers			
	IVC26	button buttons			
	IVC27	buckle belt			
	IVC28	pull laces tight			
	IVC29	tie single knot			
	IVC30	zip separating zipper			
	IVC31	tie bow			
	IVC32	put on bra			
	IVC33	lace shoes			
	IVC34	dress self if clothing is laid out			
	IVC35	remove and put on hat and mitten (gloves)			

ACTIVITIES OF DAILY LIVING

NAME: _____
DOB: _____

Curriculum Area	Code	The student will	Initial and Indicate Date Introduced	Mastered	Comments
	IVC36	place clothing in appropriate place (drawer, closet)			
	IVC37	select clothing for different occasions and locations			
	IVC38	select clothing appropriate for weather conditions			
	IVC39	dress daily without reminder			
	IVC40	change undergarments as necessary without reminder			
	IVC41	put soiled clothing in designated place			
	IVC42	turn clothing right side out			
	IVC43	dress completely without assistance			

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ACTIVITIES OF DAILY LIVING

NAME: _____
DOB: _____

Curriculum Area	Code	The student will	Initial and Indicate Date Introduced	Mastered	Comments
SURVIVING AND SAFETY	IVD1	indicate when in pain			
	IVD2	indicate discomfort			
	IVD3	attempt to pull away from unpleasant stimuli			
	IVD4	clench teeth to avoid entry of foreign object (other than food and eating utensils) into mouth			
	IVD5	move head away from harmful or painful object or stimuli			
	IVD6	move head, arms, or legs rapidly to avoid harmful or painful stimuli			
	IVD7	extend arm to avoid harmful or painful stimuli			
	IVD8	extend arm to mouth to stop entry of foreign object			
	IVD9	swipe at harmful or painful stimuli			
	IVD10	spit foreign objects out of mouth			
	IVD11	bite foreign object in effort to stop entry			
	IVD12	move body away from aggressive object or person			
	IVD13	say "no" to harmful or painful activity			
	IVD14	move body to bring attention to care giver of possible harmful or painful stimuli			
	IVD15	physically leave area of harmful or painful stimuli			
	IVD16	retrieve and maintain possession even though approached by another			
	IVD17	maintain possessions when attempt is made by another to take them away			
	IVD18	physically protect own body in resistance to attack			
	IVD19	protect peers from attack			
	IVD20	board and de-board bus with supervision			
	IVD21	remain quietly seated while vehicle is in motion (talking low tone)			
	IVD22	board and de-board bus independently			
	IVD23	fasten own seat belt			
	IVD24	protect eyes, ears, or nose by not injecting foreign objects			
	IVD25	respond to danger signals by stopping activity and seeking adult			
	IVD26	follow directions during fire/bad weather drill			
	IVD27	follow directions on safety signs/signals			
	IVD28	identify labels recognized as dangerous			
	IVD29	stay within specified play area			

ACTIVITIES OF DAILY LIVING

NAME: _____
DOB: _____

Curriculum Area	Code	The student will	Initial and Indicate Date: Introduced	Mastered	Comments
	IVD30	safely manipulate sharp objects			
	IVD31	open/close windows and doors with caution			
	IVD32	safely handle matches, stove, and open flame			
	IVD33	refuse rides or gifts from strangers			
	IVD34	approach or touch familiar animals only			
	IVD35	look both ways before crossing street			
	IVD36	follow fire drill rules independently			
	IVD37	cross street at corner or crosswalk			
	IVD38	plug/unplug electrical cord safely			
	IVD39	notify care giver/supervisor of damaged electrical cord			
	IVD40	walk facing traffic when sidewalk not available			
	IVD41	telephone fire department to report fire			
	IVD42	telephone police/ambulance during emergency			
	IVD43	follow water safety rules			
	IVD44	extinguish a small fire			

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ACTIVITIES OF DAILY LIVING

NAME: _____
DOB: _____

Curriculum Area	Code	The student will	Initial and Indicate Date Introduced	Mastered	Comments
COMMUNITY LIVING	IVE1	give name upon request			
	IVE2	give address upon request			
	IVE3	give telephone number upon request			
	IVE4	give age upon request			
	IVE5	ask directions when needed			
	IVE6	follow oral directions			
	IVE7	indicate need for help or physical assistance			
	IVE8	follow written survival words or symbols (e.g., men, women, walk, don't walk, exit, in, out, elevator, cashier, etc.)			
	IVE9	be functionally mobile with doors			
	IVE10	be functionally mobile with curbs			
	IVE11	be functionally mobile with sidewalk ramps			
	IVE12	be functionally mobile with uneven terrain			
	IVE13	be functionally mobile with ramps/inclines			
	IVE14	be functionally mobile with stairs			
	IVE15	be functionally mobile with railings			
	IVE16	use telephone			
	IVE17	use pay telephone			
	IVE18	write name			
	IVE19	wash minor cuts and scrapes			
	IVE20	apply bandage to minor cuts			
	IVE21	seek help for serious injury			
	IVE22	be functionally mobile with elevators			
	IVE23	be functionally mobile with revolving doors			
	IVE24	be functionally mobile with escalators			
	IVE25	purchase stamps needed for postage			
	IVE26	use public buses			
	IVE27	use taxi			
	IVE28	shop/purchase for needed items			
	IVE29	eat in a restaurant			
	IVE30	use a laundromat			

ACTIVITIES OF DAILY LIVING

NAME: _____
DOB: _____

Curriculum Area	Code	The student will	Initial and Indicate Date		
			Introduced	Mastered	Comments
PERSONAL HYGIENE	IVF1	cooperate while being bathed			
	IVF2	voluntarily begin to move in or place body parts (hands, feet) in water			
	IVF3	wash hands			
	IVF4	dry hands			
	IVF5	splash water on own face			
	IVF6	cooperate when teeth are being brushed			
	IVF7	cooperate when hair is being brushed or combed			
	IVF8	wash and dry face independently			
	IVF9	brush teeth with assistance			
	IVF10	brush or comb hair with assistance			
	IVF11	brush teeth independently			
	IVF12	brush or comb hair independently			
	IVF13	cooperate when hair is shampooed			
	IVF14	bathe or shower with assistance			
	IVF15	wipe nose with assistance			
	IVF16	wipe nose with tissue with reminder			
	IVF17	wipe nose with tissue as necessary			
	IVF18	blow nose as necessary			
	IVF19	wash and dry hands at appropriate times			
	IVF20	bathe or shower and dry self independently			
	IVF21	wash hair independently			
	IVF22	clean fingernails with a brush			
	IVF23	bathe/shower at appropriate times			
	IVF24	use deodorant with assistance			
	IVF25	comb hair at appropriate times			
	IVF26	clean fingernails as necessary			
	IVF27	use deodorant at appropriate times			
	IVF28	cooperate when being shaved			
	IVF29	shave self at appropriate times			
	IVF30	care for personal hygiene needs during menstrual cycle			
	IVF31	obtain medical assistance as needed			
	IVF32	file/cut fingernails			
	IVF33	file/cut toenails			

ACTIVITIES OF DAILY LIVING

NAME: _____
DOB: _____

Curriculum Area	Code	The student will	Initial and Indicate Date Introduced	Mastered	Comments
FUNCTIONAL READING	IVG1	attend to a task			
	IVG2	identify own printed name			
	IVG3	identify and use signs on restrooms (e.g., boys/men, girls/women)			
	IVG4	identify words representing the name of familiar and frequented public place (e.g., McDonald's, A & P, Skate World, etc.)			
	IVG5	identify word representing work activity on duty chart			
	IVG6	identify printed name of own residence			
	IVG7	identify words matched with rebus symbols representing names of familiar objects			
	IVG8	identify words representing names of familiar objects			
	IVG9	identify words matched with rebus symbols representing names of familiar actions			
	IVG10	identify words representing familiar actions			
	IVG11	read and follow directions of a simple two-word note using rebus symbol paired with words (e.g., wash socks, cook egg)			
	IVG12	identify and use traffic signs, "walk" and "don't walk" or "wait"			
	IVG13	identify and use "exit" and "entrance" signs			
	IVG14	identify and use signs/labels for "danger," "poison," "keep out"			
	IVG15	identify and use signs in public building, "push," "pull," "in," and "out"			
	IVG16	identify and press/turn appropriate lever, switch, or knob to operate electrical appliances/machinery			
	IVG17	identify and follow accordingly, "on," "over," "next to," and "under"			
	IVG18	read and follow direction of a five-word note written with rebus symbols paired with words			
	IVG19	identify and use signs for business hours, e.g., "open," "closed," "come in," etc.			

ACTIVITIES OF DAILY LIVING

NAME: _____
DOB: _____

Curriculum Area	Code	The student will	Initial and Indicate Date Introduced	Mastered	Comments
	IVG20	identify and use levers, switches, or knobs labeled "hot," "warm," "cool," and "cold"			
	IVG21	identify and use levers/switches labeled "low," "high," "medium," etc.			
	IVG22	identify and use correct coins required for vending machines, "quarter," "dime," or "nickel"			
	IVG23	read and select store or shop by generic name, "grocery," "clothing," "shoe," "drug," etc.			
	IVG24	identify and use directional signs, "this way," "wrong way," "one way," etc.			
	IVG25	read and follow direction of a note written with rebus symbols paired with words in combination with previously learned words			
	IVG26	identify parents/care giver's printed name(s)			
	IVG27	identify printed name of peers			
	IVG28	identify word representing the day of the week			
	IVG29	identify word representing the month of the year			
	IVG30	identify word representing major holidays			
	IVG31	identify and use signs for admission to public places, e.g., "admission free," "pay here," "cashier," "tickets," etc.			
	IVG32	identify and use public transportation signs, "bus stop," "taxi," "elevator," "escalator," etc.			
	IVG33	follow map to find areas of school building			
	IVG34	follow a simple hand-drawn map to locate areas of the community			
	IVG35	use a diagram to assemble a simple project			

NAME: _____
DOB: _____

Curriculum Area	Code	The student will	Initial and Indicate Date: Introduced	Mastered	Comments
FUNCTIONAL MATH		**Time**			
	IVH1	indicate whether it is day or night upon request			
	IVH2	indicate morning or afternoon upon request			
	IVH3	look at clock or watch when the time is asked			
	IVH4	identify lunch time with a clock or watch			
	IVH5	identify the end of the school/work day with a clock or watch			
	IVH6	match activities with hour indicated on a clock or watch			
	IVH7	identify numerals one through five (this applies to all subsections)			
	IVH8	identify numerals one through 10 (this applies to all subsections)			
	IVH9	match weekdays with school/work			
	IVH10	match weekends with "no school/work" and leisure time activities			
	IVH11	identify days of week on a calendar			
	IVH12	identify months of year on a calendar			
	IVH13	identify numerals one through 12 (this applies to all subsections)			
	IVH14	tell time according to the hour			
	IVH15	tell time according to the half hour			
	IVH16	tell time according to 15-minute intervals			
	IVH17	match activities according to scheduled time (e.g., school/work, other environments)			
		Money			
	IVH18	identify a one dollar bill			
	IVH19	select price tags less than one dollar			
	IVH20	use one dollar bill to purchase items priced one dollar or less			
	IVH21	count up to five objects (this applies to all subsections)			
	IVH22	select price tags less than five dollars			

ACTIVITIES OF DAILY LIVING

NAME: _____
DOB: _____

Curriculum Area	Code	The student will	Initial and Indicate Date: Introduced	Mastered	Comments
	IVH23	use up to five one dollar bills to purchase item priced up to five dollars or less			
	IVH24	identify a quarter			
	IVH25	count up to 10 objects (this applies to all subsections)			
	IVH26	select price tags less than 10 dollars			
	IVH27	use up to 10 one dollar bills to purchase item priced up to 10 dollars or less			
	IVH28	identify dime			
	IVH29	identify nickel			
	IVH30	identify penny			
	IVH31	identify a five dollar bill			
	IVH32	identify a ten dollar bill			
	IVH33	count up to 12 objects (this applies to all subsections)			
	IVH34	operate calculator to compute simple arithmetic functions (e.g., purchasing groceries, clothing, etc.)			
		Measurement			
	IVH35	match up to five objects one-to-one (e.g., use of jig)			
	IVH36	select long/short upon request			
	IVH37	select big/little upon request			
	IVH38	select full/empty upon request			
	IVH39	measure one cup dry substance			
	IVH40	differentiate sets of more or less			
	IVH41	match up to 10 objects one-to-one (this applies to all subsections)			
	IVH42	identify yard stick			
	IVH43	measure one cup of liquid			
	IVH44	identify 12-inch ruler			
	IVH45	measure one-half cup of dry substance			
	IVH46	use a jig to measure needed length (e.g., string, fabric, paper)			
	IVH47	measure one-half cup of liquid substance			

NAME: _____
DOB: _____

Curriculum Area	Code	The student will	Initial and Indicate Date: Introduced	Mastered	Comments
	IVH48	identify gallon container of liquid (e.g., milk, juice, cooking oil)			
	IVH49	identify one-half gallon container of liquid			
	IVH50	identify one quart of liquid			
	IVH51	measure one-third cup of dry substance			
	IVH52	measure one-third cup of liquid substance			
	IVH53	measure three-fourths cup of dry substance			
	IVH54	measure three-fourths cup of liquid substance			
	IVH55	measure one-fourth cup of dry substance			
	IVH56	measure one-fourth cup of liquid substance			
	IVH57	measure two-thirds cup of dry substance			
	IVH58	measure two-thirds cup of liquid substance			
	IVH59	measure one tablespoon			
	IVH60	measure one teaspoon			
	IVH61	match up to 12 objects one-to-one (this applies to all subsections)			
	IVH62	count 12 items to make a dozen			
	IVH63	identify a one-pound package			
	IVH64	measure items to one pound (e.g., tomatoes, apples, etc.)			
	IVH65	identify five-pound package/bag			
	IVH66	identify 10-pound package/bag			

SOCIAL

SOCIAL

It is important that moderately, severely, and profoundly handicapped students be provided the functional behaviors and experiences necessary to lead as independent and productive lives as possible in domestic, community, recreational/leisure, and vocational environments. In reviewing the social skills needed by this population, instructional personnel should consider those skills which students will use on a day-to-day basis in school and nonschool environments. Instructional personnel should also consider those social skills that will assist the student to become more independent and productive in society.

Furthermore, it is critical that in teaching social skills, the students be allowed to initiate and sustain interactions in a functional and chronological age appropriate manner. Such experience should occur within the context of activities, settings, and materials that are functional and chronologically age appropriate.

SOCIAL SKILLS

NAME: _____
DOB: _____

Iculum Area	Code	The student will	Initial and Indicate Date: Introduced	Mastered	Comments
	VA1	respond positively to comfort			
	VA2	regard another person's face for three seconds or longer			
	VA3	attempt to focus on another person's face or object			
	VA4	become quiet (vocally or physically) when picked up, touched, or talked to			
	VA5	become quiet (vocally or physically) when given an object			
	VA6	have normal sleep patterns (sleep nights, awake days)			
	VA7	respond positively to touch and tactile stimulation (hug, pat)			
	VA8	smile in response to an adult's physical social interaction (hug, pat)			
	VA9	look up or change a facial expression when a person enters the room			
	VA10	respond to taste			
	VA11	respond to light by closing or blinking eyes, etc.			
	VA12	respond to odors			
	VA13	respond in a negative manner to harmful stimuli (e.g., push away, cry in response to pain)			
	VA14	visually explore surroundings			
	VA15	fixate on an adult			
	VA16	stop crying when seeing an adult			
	VA17	stop crying when picked up			
	VA18	begin crying when laid down			
	VA19	touch adult's hand, body, cheek, etc., with own hand			
	VA20	respond positively when talked to			
	VA21	respond positively when touched			
	VA22	quieten when hearing a voice			
	VA23	respond when placed in a strange environment			
	VA24	turn head toward a voice			
	VA25	turn head toward a familiar person			
	VA26	smile in response to a positive stimulus			
	VA27	visually follow a moving person			
	VA28	respond to an image in mirror			
	VA29	attempt to grasp			
	VA30	respond to own image in the mirror			

SOCIAL SKILLS

NAME: _____
DOB: _____

riculum Area	Code	The student will	Initial and Indicate Date: Introduced	Mastered	Comments
	VA31	cry when a toy is removed			
	VA32	grasp various objects			
	VA33	manipulate various objects			
	VA34	imitate another person in play			
	VA35	respond to presence of bottle			
	VA36	allow vision to be occluded			
	VA37	change facial expressions, body movements or sounds to indicate different smells			
	VA38	independently explore surroundings by moving and/or looking about			
	VA39	respond to rhythm			
	VA40	attempt to imitate domestic activities			
	VA41	respond to music			
	VA42	respond to rhymes			
	VA43	look at pictures as a short story is read			
rapersonal	VB1	produce a vocal sound and/or gesture (laughing, cooing, gurgling, crying)			
	VB2	produce various vocal sounds and/or gestures			
	VB3	anticipate feeding by making a facial expression, body movement or sound when bottle/food is placed in range of vision			
	VB4	indicate when hungry			
	VB5	indicate when wet			
	VB6	indicate when in pain			
	VB7	increase activity when presented with stimuli			
	VB8	play with hands			
	VB9	accept foods consisting of different textures			
	VB10	indicate a preference for a particular food			
	VB11	babble			
	VB12	indicate/obtain a particular/familiar object in stressful times for comfort			
	VB13	look sad or hurt when unhappy			
	VB14	look happy when in a joyful mood			
	VB15	initiate physical contact with other people			
	VB16	kiss or hug favorite object(s)			
	VB17	move around to explore surroundings			

SOCIAL SKILLS

NAME: _____
DOB: _____

Curriculum Area	Code	The student will	Initial and Indicate Date: Introduced	Mastered	Comments
	VB18	smile or laugh at actions or comments of others intended to be funny			
	VB19	play independently			
	VB20	engage in simple make believe activities independently			
	VB21	decrease rocking in the classroom			
	VB22	decrease head banging			
	VB23	decrease biting self			
	VB24	decrease scratching self			
	VB25	decrease hitting self			
	VB26	decrease pulling own hair			
	VB27	decrease self-stimulatory behavior in the classroom			
	VB28	indicate own wants and needs			
	VB29	indicate concern for others			
	VB30	express sympathy for others			
erpersonal	VC1	make appropriate physical contact with peers			
	VC2	maintain eye contact for three seconds			
	VC3	increase waking time, because of someone's interacting with him			
	VC4	respond to adult interaction by touching adult and having adult touch him			
	VC5	respond to presence of peer by sustaining gaze			
	VC6	differentiate familiar persons from unfamiliar persons			
	VC7	respond to adult's non-physical social interaction			
	VC8	accept toy or other object from adult			
	VC9	resist when someone playfully tries to take away toy/object			
	VC10	respond to passive game (e.g., pat-a-cake, peek-a-boo, etc.)			
	VC11	vocalize when talked to			
	VC12	respond positively to the presence of people			
	VC13	hold person holding him			
	VC14	respond to own name			
	VC15	attempt to establish contact with people by shouting, waving arms, coughing, babbling, etc.			
	VC16	respond to peer's face or voice			

SOCIAL SKILLS

NAME: _____
DOB: _____

riculum Area	Code	The student will	Initial and Indicate Date: Introduced	Mastered	Comments
	VC17	differentiate friendly and angry talk by changing facial expression or body movement			
	VC18	differentiate own image from image of mother/teacher/care giver in mirror			
	VC19	actively participate in such games as "pat-a-cake" and "peek-a-boo" or other age-appropriate games			
	VC20	wave good-bye			
	VC21	initiate interaction with adult (e.g., giving adult a toy/object)			
	VC22	retain personal belongings (when threatened with loss)			
	VC23	retrieve toy/object from peer			
	VC24	"perform" for audience			
	VC25	exhibit skills in front of others ("show off")			
	VC26	establish interaction with peer			
	VC27	change behavior in response to changes in care giver's behavior (e.g., quiet when angry, coaxing when sad)			
	VC28	pull at a person's clothing, hands or hair to attract attention			
	VC29	attract attention by making physical contact			
	VC30	indicate desire to be held			
	VC31	manipulate object to attract adult's attention			
	VC32	kiss, hug or shake hands with peer			
	VC33	ask approval for situations that require permission			
	VC34	stop when given the command, "NO"			
	VC35	respond to simple commands given by adult			
	VC36	maintain eye contact with instructor and/or task for the duration of a brief instructional period			
	VC37	imitate talking on telephone			
	VC38	indicate what is wanted without crying			
	VC39	imitate activities of daily living			
	VC40	explore surroundings independently, frequently checking with parent/teacher/care giver			
	VC41	ask questions of adults			
	VC42	play/engage in activity near peers			
	VC43	play/engage in activity along side of peer			

SOCIAL SKILLS

NAME: _____
DOB: _____

riculum Area	Code	The student will	Initial and Indicate Date: Introduced	Mastered	Comments
	VC44	play simple games			
	VC45	give up toys/objects on request of parent/teacher/ care giver			
	VC46	cooperate passively with parent/teacher/care giver when being dressed			
	VC47	play simple games with peers			
	VC48	follow one word directions			
	VC49	play cooperatively with peers			
	VC50	choose own companion			
	VC51	tug at a person to show him something			
	VC52	share an activity with one other peer			
	VC53	decrease hitting behavior			
	VC54	decrease biting behavior			
	VC55	decrease scratching behavior			
	VC56	decrease spitting behavior			
	VC57	decrease kicking behavior			
	VC58	decrease hair pulling behavior			
	VC59	decrease destructive behavior directed toward others			
	VC60	decrease destructive behavior directed toward other property			
	VC61	request assistance from a peer			
	VC62	attend to speaker during interaction when speaking to others			
	VC63	engage in pretend play with peer			
	VC64	greet others when prompted			
	VC65	greet others without being prompted			
	VC66	assist a peer with an activity			
	VC67	play/interact in a small group			
	VC68	share within a group			
	VC69	cooperate within a group			
	VC70	claim ownership of an item			
	VC71	defend own possession			
	VC72	conform to group decision even when in opposition to personal preference			
	VC73	play competitive game with peers			
	VC74	volunteer to help			

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SOCIAL SKILLS

NAME: _____
DOB: _____

riculum Area	Code	The student will	Initial and Indicate Date Introduced	Mastered	Comments
	VC75	defend peer when peer is threatened			
	VC76	respond to a peer in distress (e.g., pat on back, hug)			
	VC77	play a game by following simple rules			
	VC78	respond in a courteous manner to others			
	VC79	participate in class discussions and activities			
	VC80	voluntarily participate in peer-group activities			
	VC81	ignore offensive peer behavior			
	VC82	verbalize/exhibit feelings of anger with other when situation warrants			
	VC83	initiate a resolution of a conflict with others			
	VC84	converse in understandable manner with others			
	VC85	participate in conversation with others			
	VC86	lead peer group in play/social activities			
	VC87	lead peer group in work activities			
	VC88	participate in class activities when asked to do so			
	VC89	answer questions concerning personal feelings in one-to-one situation			
	VC90	take part in class discussions concerning feelings when asked			
	VC91	volunteer information concerning personal feelings during class discussions			
	VC92	generalize previous successes to new situation			
	VC93	volunteer to participate in class activities			
	VC94	communicate success at a task performed			
	VC95	ask to use other's property and return it without a reminder			
	VC96	contribute to class discussion by attempting to answer questions			
	VC97	express opinion in a new situation in which success is questionable			
	VC98	perform activity or task in a new situation in which success is questionable			
	VC99	initiate conversation with others			
	VC100	remain calm when asked questions and attempt to answer			

SOCIAL SKILLS

NAME: _____
DOB: _____

riculum Area	Code	The student will	Initial and Indicate Date: Introduced	Mastered	Comments
	VC101	communicate success and failure and suggest a way to reduce future failure situations			
	VC102	lead group in class discussions			
	VC103	play in active group game following rules			
	VC104	request teacher or group to change activity in a manner appropriate for school situation			
	VC105	perform an undesirable task when task is presented as fun			
	VC106	constructively criticize work of others			
	VC107	accept constructive criticism			
	VC108	correct own mistakes			
	VC109	perform undesirable task when given choice of doing something less desirable in its place			
	VC110	sacrifice immediate satisfaction on the promise of a later privilege or delayed reward			
	VC111	perform undesirable task when payoff for task is increased			
	VC112	organize daily activities			
	VC113	make own decisions in regard to own activities with minimal adult supervision			
	VC114	schedule activities in order of priority			
	VC115	schedule activities according to time			
aptive ehavior	VD1	move head freely to explore environment			
	VD2	respond appropriately to a different or surprising experience			
	VD3	demonstrate protective reactions when about to fall			
	VD4	show an awareness of his body movements and parts (e.g., fingerplay, clap hands, stamp feet)			
	VD5	respond positively to physical stimulation (hug, pat)			
	VD6	finger feed			
	VD7	anticipate familiar events in presence of cues through facial expressions, body movements or sounds			
	VD8	vocalize mood of enjoyment			
	VD9	sleep through the night			
	VD10	mimic activities of daily living			
	VD11	interact as positively with people as with objects			

SOCIAL SKILLS

NAME: _____
DOB: _____

riculum Area	Code	The student will	Initial and Indicate Date: Introduced	Mastered	Comments
	VD12	manipulate objects with hands rather than mouthing objects			
	VD13	remove parts of clothing on command			
	VD14	grasp spoon in appropriate manner			
	VD15	hold cup in appropriate manner			
	VD16	manipulate one or more objects according to its intended function (e.g., rattle, squeeze toy, etc.)			
	VD17	pick up and put away objects on request			
	VD18	choose when given two or more choices			
	VD19	engage in activity unattended for 20 minutes near an adult			
	VD20	wash own hands			
	VD21	undress self independently on command			
	VD22	actively participate or assist in dressing			
	VD23	unbutton with partial assistance			
	VD24	drink without spilling			
	VD25	distinguish between food and inedible material			
	VD26	independently choose objects and begin activity			
	VD27	demonstrate possessiveness with personal property (e.g., toys, clothing, etc.)			
	VD28	sit through meals without throwing or playing in food			
	VD29	communicate that an object or person belongs to him by pointing or verbalizing			
	VD30	engage in activity near other children			
	VD31	indicate awareness of gender differences			
	VD32	separate from mother without becoming anxious or upset in a strange environment			
	VD33	identify own gender			
	VD34	cease tantrums during frustration when assisted by teacher/care giver			
	VD35	cease tantrums without assistance			
	VD36	vocalize protest			
	VD37	vocalize indecision			
	VD38	enter the classroom and/or learning area with assistance			
	VD39	enter the classroom and/or learning area without assistance			

SOCIAL SKILLS

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riculum Area	Code	The student will	Initial and Indicate Date: Introduced	Mastered	Comments
	VD40	decrease/eliminate destruction of his own supplies and materials			
	VD41	decrease/eliminate destruction of others supplies and materials			
	VD42	decrease/eliminate destruction of furniture			
	VD43	decrease/eliminate destruction of equipment			
	VD44	decrease/eliminate destructive activities			
	VD45	decrease/eliminate disruptive behavior			
	VD46	remain quiet during rest periods			
	VD47	remain quiet during quiet times			
	VD48	decrease/eliminate behavior disruptive to a learning environment			
	VD49	raise hand when requesting assistance			
	VD50	eliminate abusive language			
	VD51	eliminate writing or signing inappropriate words in the classroom			
	VD52	remain seated until given permission to move			
	VD53	keep own materials and belongings in appropriate places			
	VD54	keep own working and learning areas clean			
	VD55	clean up after accidents, spillage, and breakage			
	VD56	follow the teacher's requests			
	VD57	come to the teacher when needing assistance			
	VD58	listen to a story for 15 minutes			
	VD59	listen to a story for 30 minutes			
	VD60	listen to a record for 15 minutes			
	VD61	listen to a record for 30 minutes			
	VD62	volunteer to answer questions in class			
	VD63	go on an errand to neighboring class			
	VD64	say "please" when asking for something			
	VD65	say "thank you" when receiving something			
	VD66	take turns with another student			
	VD67	take turns in a group			
	VD68	state social rules of classroom			
	VD69	follow rules of classroom			
	VD70	state reason for the need of rules			

SOCIAL SKILLS

NAME: _____
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riculum Area	Code	The student will	Initial and Indicate Date: Introduced	Mastered	Comments
	VD71	use a toy and/or play situation to express feelings that cannot be expressed otherwise (e.g., scold doll)			
	VD72	wait five minutes before receiving requested toy/ object, aid, activity			
	VD73	go on a walk with minimal supervision			
	VD74	change routines without becoming upset			
	VD75	stay within a specified area of play/activity			
	VD76	play independently for a short time when requested to play with specified items			
	VD77	regulate social behavior in the presence of teacher/ care giver			
	VD78	regulate own social behavior in the absence of the teacher/care giver			
	VD79	apologize with direction from the teacher			
	VD80	stand at an appropriate distance when speaking to another			
	VD81	respond to and make oral greeting and farewell			
	VD82	ask for what is desired			
	VD83	say "thank you," "you are welcome," or "please" when reminded			
	VD84	say "thank you" for compliments or services received			
	VD85	say "please" and "thank you" 80 percent of the time			
	VD86	raise hand when interrupting			
	VD87	hesitate or stop self when interrupting			
	VD88	say "excuse me" when interrupting			
	VD89	wait to be acknowledged orally or by gesture before speaking			
	VD90	remain quiet when others are talking			
	VD91	use correct title when addressing others			
	VD92	laugh at slapstick comedy			
	VD93	laugh at comments intended to be humorous			
	VD94	speak using appropriate volume for the situation			
	VD95	speak using appropriate pitch in different situations			
	VD96	speak at appropriate speed for the situation			
	VD97	speak using appropriate tone in different situations			
	VD98	speak without stuttering and stammering			
	VD99	speak without pausing between words or word groups			
	VD100	speak clearly without mumbling			

SOCIAL SKILLS

NAME: _____
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riculum Area	Code	The student will	Initial and Indicate Date: Introduced	Mastered	Comments
	VD101	recount accurately occurrences between 25-74 percent of the time			
	VD102	recount accurately occurrences between 75-100 percent of the time			
	VD103	produce work without written or oral assistance from other pupils or sources less than 50 percent of the time			
	VD104	produce own work without help			
	VD105	request food or other items appropriately in public			
	VD106	participate in class discussions			
	VD107	use acceptable language			
	VD108	pursue topics in conversation appropriate with place, role, social situation			
	VD109	initiate topics in conversation appropriate with place, role, social situation			
	VD110	pause to allow others to speak			
	VD111	adjust responses or actions to type of call at door or phone			
	VD112	model speech/tone after others in group			
	VD113	speak on one subject long enough to obtain closure			
	VD114	conclude or accept conclusion of conversation in a polite manner			
	VD115	intentionally make appropriate humorous remarks			
	VD116	make introductions			
	VD117	participate in class discussions using average vocabulary for peer group			
	VD118	tell story or joke			
	VD119	give an oral report or speech			
	VD120	express a concept orally			
	VD121	follow direction given by the teacher			
	VD122	follow direction of a substitute teacher			
	VD123	apologize without being reminded			
	VD124	use action of others as social cues			
	VD125	answer questions on material while being individually tutored			
	VD126	answer questions on previously individually tutored material			

SOCIAL SKILLS

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riculum Area	Code	The student will	Initial and Indicate Date: Introduced	Mastered	Comments
	VD127	accept legitimate blame when confronted with deed			
	VD128	accept legitimate blame when asked more than once			
	VD129	voluntarily accept legitimate blame			
	VD130	verbalize opinions in new situations which resemble previous success			
	VD131	perform activity or task in new situation which resembles previous success			
	VD132	answer questions on self-read material just after it has been read			
	VD133	answer questions on previously self-read material			
	VD134	display clean, neat appearance			
	VD135	show neatness in school work			
	VD136	follow previously defined rules and regulations when authority figure is not physically present or near			
	VD137	cooperate with teacher request for "quiet"			
	VD138	return objects or materials to their assigned place			
	VD139	treat other's property as if own			
	VD140	conform to stated rules of conduct for school situations			
	VD141	perform undesirable task when requested			
	VD142	respond according to expressed or implied desires of others			
	VD143	perform assigned responsibility			
	VD144	volunteer for tasks and accept responsibility			

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VOCATIONAL

PRE-VOCATIONAL

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The standards in the vocational curriculum area are not intended to be an exhaustive list. These are only intended to be examples of the types of skills that can be taught in the vocational area.

Several items must be considered in making the determination of the skills that will be taught to an individual student within the vocational area. Consideration must be given to the ultimate residential setting for the student, what opportunities are available within the community for employment (e.g. competitive, semi-competitive or sheltered workshop), the impairments of the student, and the interests of the student.

Knowing what is available within a specific setting will assist in determining the vocational skills that are taught. The vocational skills provided in this document should serve as examples of skills that can be taught as well as an example of how to task analyze those skills.

PRE-VOCATIONAL

NAME: _____
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Curriculum Area	Code	The student will	Initial and Indicate Date: Introduced	Mastered	Comments
Work Attitudes		**Initiative**			
	VIA1.1	begin assigned task promptly			
	VIA1.2	restock material at work station when needed			
	VIA1.3	assist trainer or peers when needed			
	VIA1.4	ask for additional work after task completed			
	VIA1.5	work overtime when needed			
		Response to Pressure			
	VIA2.1	persist at learning new task			
	VIA2.2	respond appropriately to instruction			
	VIA2.3	persist at task following reprimand from trainer			
	VIA2.4	increase production when needed			
		Frustration Tolerance			
	VIA3.1	maintain production rate on repetitive task for required time			
	VIA3.2	continue at task despite obstacles			
	VIA3.3	seek trainer or peer assistance when appropriate			
	VIA3.4	wait patiently if delayed in work			
	VIA3.5	maintain production rate during observation by trainer/peer(s)			
	VIA3.6	maintain production rate during observation by visitor(s)			
	VIA3.7	display appropriate speech/behavior when frustrated			
		Adaptability to Change			
	VIA4.1	persist at new task			
	VIA4.2	continue task at new work station			
	VIA4.3	attend task when given new materials/tools			
	VIA4.4	follow instructions from several trainers			
	VIA4.5	change task appropriately during same time frame			
	VIA4.6	continue task when peers change location			

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rlculum Area	Code	The student will	Initial and Indicate Date: Introduced	Mastered	Comments
		Interaction With Trainers/Peers			
	VIA5.1	accept assigned task from trainer			
	VIA5.2	discuss task with trainer/peers (when appropriate)			
	VIA5.3	display sense of humor with trainer/peers			
	VIA5.4	persist at task with small group of peers			
	VIA5.5	pass work on along assembly line after completing task			
		Responsibility			
	VIA6.1	attempt task assigned by trainer			
	VIA6.2	handle material/equipment appropriately			
	VIA6.3	assist trainer/peers when asked			
	VIA6.4	comply voluntarily to work regulations			
	VIA6.5	persist at task with minimal or no prompting			
	VIA6.6	accept responsibility for errors			
	VIA6.7	accept criticism from trainer			
	VIA6.8	accept criticism from peers			
	VIA6.9	attempt to implement suggestions from trainer or peers (where appropriate)			
		Self-Confidence			
	VIA7.1	continue at task when trainer not present			
	VIA7.2	make appropriate suggestions to trainer/peers			
	VIA7.3	take credit for own work			
	VIA7.4	attempt new/difficult task assignment			
rk Habits		Safety			
	VIB1.1	watch for traffic at crosswalk			
	VIB1.2	call/signal for help in an emergency			
	VIB1.3	wear safety equipment			
	VIB1.4	exercise care with tools			
	VIB1.5	keep work area hazard free			
	VIB1.6	follow directions during safety drill			

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culum Area	Code	The student will	Initial and Indicate Date: Introduced	Mastered	Comments
	VIB1.7	wipe up spills			
	VIB1.8	plug/unplug power equipment safely			
	VIB1.9	follow safety procedures with use of machinery			
	VIB1.10	leave building by emergency exit(s) when appropriate			
		Task Approach/Completion			
	VIB2.1	attend to task during one-to-one instruction			
	VIB2.2	sit/stand at work station and remain at task			
	VIB2.3	attend to task while stationed by co-workers			
	VIB2.4	attend to task in areas with several co-workers			
	VIB2.5	remain at task when supervision not visibly present			
	VIB2.6	repeat a task in imitation of a model			
	VIB2.7	complete work in correct sequence			
	VIB2.8	re-stock work bench material from stock as needed			
		Task Quantity			
	VIB3.1	complete 1-9 step task within time frame			
	VIB3.2	complete a 10 or more step task within time frame			
	VIB3.3	assemble required number of items within time frame			
		Task Quality			
	VIB4.1	complete one step repetitive task with no errors			
	VIB4.2	complete 1-9 step task with 10 percent or less error rate			
	VIB4.3	complete a 10 or more step task with 10 percent or less error rate			
Living emaking)		**Basic Home Living Skills**			
	VIC1.1	pick up and put away games, books, newspapers, clothing, etc., in room			
	VIC1.2	put folded clothes in draw/on shelf			
	VIC1.3	hang clothing on hangers and put on rod in closet			
	VIC1.4	make bed			
	VIC1.5	pour liquid (water or other drink) from pitcher to glass/cup			

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rriculum Area	Code	The student will	Initial and Indicate Date: Introduced	Mastered	Comments
	VIC1.6	sweep floor using broom and pick up trash using dust pan			
	VIC1.7	clean up spills (liquid type) by wiping with paper towels, cloth, or sponge			
		Home Cleaning Tasks			
	VIC2.1	empty trash can from training area and replace trash can liner			
	VIC2.2	dry mop floor using dust mop			
	VIC2.3	dust furniture, shelves, etc., by wiping motion with dust cloth			
	VIC2.4	clean counter tops/work surfaces with cloth and cleaner			
	VIC2.5	clean woodwork in room(s) using wet cloth and cleaner as appropriate			
	VIC2.6	clean glass using cloth and cleaner			
	VIC2.7	clean toilet with commode brush and cleaner			
	VIC2.8	clean sink using cloth or sponge and cleaning preparation			
	VIC2.9	clean range top with cloth and cleaner			
	VIC2.10	clean bathtub using cloth or sponge and cleaner			
	VIC2.11	clean shower stall using cloth or sponge and cleaner			
	VIC2.12	wet mop floor using string/sponge mop, mop bucket			
	VIC2.13	clean refrigerator, including removing items, washing walls, shelves, trays, using water and sponge or cloth and baking soda			
	VIC2.14	clean oven with cloth and cleaner			
	VIC2.15	use vacuum cleaner			
		Home Laundry Care			
	VIC3.1	place soiled laundry in hamper or other container for washing			
	VIC3.2	fold clean laundry ready for placing in drawer or shelf			

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rriculum Area	Code	The student will	Initial and Indicate Date: Introduced	Mastered	Comments
	VIC3.3	wash by hand (easy to wash) blouses, undergarments, etc.			
	VIC3.4	operate home-type washing machine			
	VIC3.5	operate home-type dryer			
	VIC3.6	iron clothing			
		Survival Cooking			
	VIC4.1	set table (according to pre-drawn pattern)			
	VIC4.2	prepare drink by using instant drink mix, water and pitcher			
	VIC4.3	put soft spread on bread with knife			
	VIC4.4	serve food and/or drink for snack			
	VIC4.5	prepare bowl of cold cereal with milk			
	VIC4.6	prepare stacking sandwich			
	VIC4.7	select at grocery food and/or drink for snack			
	VIC4.8	prepare food and/or drink for snack			
	VIC4.9	clear table after eating			
	VIC4.10	scrape and rinse dishes and utensils in preparation for washing			
	VIC4.11	load dishwasher			
	VIC4.12	unload dishwasher placing dishes and utensils in proper storage areas			
	VIC4.13	wash dishes by hand			
	VIC4.14	dry dishes by hand			
	VIC4.15	use can opener			
	VIC4.16	use cooking timer set by trainer			
	VIC4.17	boil water			
	VIC4.18	adjust heat on burner			
	VIC4.19	mix hot drinks and/or instant soups using boiling water			
	VIC4.20	make toast in toaster			
	VIC4.21	prepare scrambled eggs			
	VIC4.22	select at grocery all foods/drinks needed for complete breakfast			

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rriculum Area	Code	The student will	Initial and Indicate Date: Introduced	Mastered	Comments
	VIC4.23	prepare complete breakfast including eggs or cereal, toast, juice/drink			
	VIC4.24	select at grocery all foods/drinks needed for complete lunch			
	VIC4.25	prepare complete lunch including soup and/or sandwich, dessert, and drink			
	VIC4.26	set table			
	VIC4.27	set oven temperature			
	VIC4.28	prepare meat on range top			
	VIC4.29	prepare meat in oven or broiler			
	VIC4.30	bake pre-packaged foods (canned biscuits, rolled cookies, frozen dinners)			
	VIC4.31	set timer for cooking and/or baking			
	VIC4.32	safely remove hot items from the oven			
	VIC4.33	slice fruits/vegetables			
	VIC4.34	peel fruits/vegetables			
	VIC4.35	prepare mixed salad			
	VIC4.36	select at grocery all foods/drinks for complete dinner			
	VIC4.37	prepare complete dinner including salad, meat, vegetables, and drink			
	VIC4.38	store food according to type--freezer, refrigerator, pantry			
	VIC4.39	select at grocery all foods/drinks needed for complete day's menu			
	VIC4.40	measure ingredients using cup measures (1 cup, 1/2 cup, 1/4 cup, 3/4 cup)			
	VIC4.41	independently purchase groceries for one day's meal			
	VIC4.42	measure ingredients using measuring spoons			
	VIC4.43	independently purchase groceries for one week			
		Mending/Sewing			
	VIC5.1	make straight line seam with needle (doubled thread in firm-bodied single piece of fabric)			
	VIC5.2	make straight line seam with needle and thread and sewing two pieces of cloth together			

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rriculum Area	Code	The student will	Initial and Indicate Date: Introduced	Mastered	Comments
	VICS.3	safely use scissors			
	VICS.4	sew on large (3/4" or more) flat button (two-hole)			
	VICS.5	sew on small (5/8" or less) flat button (two-hole)			
	VICS.6	thread needle			
	VICS.7	make straight seam in garment by hand basting two parts of garment together			
	VICS.8	make straight line seam in garment using sewing machine to sew over basting			
	VICS.9	make small item with straight sides (pillow)			
	VICS.10	whip in hem by hand			
	VICS.11	sew curved seam by hand			
	VICS.12	sew ripped seam in garment with sewing machine			
	VICS.13	sew a ripped seam on a zipper by hand			

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rriculum Area	Code	The student will	Initial and Indicate Date: Introduced	Mastered	Comments
	VIIG15	operate tiller to prepare beds			
	VIIG16	operate tractor pulling trailer			
dshop	VIIH1	sand simple flat items by hand			
	VIIH2	stain completed wooden projects			
	VIIH3	use claw hammer to nail			
	VIIH4	assemble pre-arranged pieces of wooden project (held together with clamp)			
	VIIH5	sand assembled wood project in preparation for staining or painting			
	VIIH6	arrange wooden project using pre-cut wood pieces			
	VIIH7	use crescent wrench			
	VIIH8	assemble pre-arranged wood project (held together with clamps) using crescent wrench, nuts, bolts and washers			
	VIIH9	paint completed wooden project			
	VIIH10	use C clamps to hold pre-cut wooden pieces in place for assembly			
	VIIH11	use bench vise to hold components during sanding			
	VIIH12	use hand clamp to hold small wooden components together			
	VIIH13	use hand saw			
	VIIH14	use hack saw			
	VIIH15	use key hole saw to shape figures from wood			
	VIIH16	use wood bits			
	VIIH17	operate drill press to make holes in wood			
	VIIH18	use coping saw to shape figures from wood			
	VIIH19	operate band saw			
	VIIH20	use mitre box saw			
	VIIH21	use brace and bit (hand type of drill)			
	VIIH22	operate electric hand drill			
	VIIH23	use wood rasp to smooth edges			
	VIIH24	use hand plane to cut wood down to correct size and to smooth lumber ready for sanding			
	VIIH25	operate electric finishing sander			
	VIIH26	operate electric jig saw			

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Curriculum Area	Code	The student will	Initial and Indicate Date: Introduced	Mastered	Comments
Print Shop	VIIK1	place paper in electric jogger			
	VIIK2	turn switch on to operate electric jogger			
	VIIK3	sort printed sheets by number			
	VIIK4	sequence printed sheets in numerical order			
	VIIK5	plug in the electro stick			
	VIIK6	add wax to the electro stick			
	VIIK7	roll wax onto paper			
	VIIK8	place binding in binder machine			
	VIIK9	place papers (that have been sequenced) in correct order in binder			
	VIIK10	close binder (to assemble book) and remove book from binding machine			
	VIIK11	turn on machine to electric hole puncher (on foot control or automatic control), depending on need			
	VIIK12	line up paper evenly in machine			
	VIIK13	operate foot control or automatic control to punch paper			
	VIIK14	line up paper evenly on paper cutter			
	VIIK15	manually lift blade and lower onto paper to cut paper			
	VIIK16	place "original" in copier			
	VIIK17	turn on machine and turn on print button			
	VIIK18	load paper in copier when empty			
	VIIK19	add toner solution as the copier needs it			
		clean copier (drain all fluids; flush out tank and replace toner)			
	VIIK21	pre-heat (turn on) laminating machine			
	VIIK22	place copy in laminating machine			
		operate laminator - run laminated material through machine			
	VIIK24	cut laminated material with cutting machine or scissors			
	VIIK25	change plastic rolls in laminator			
	VIIK26	place papers on collator table (in collating machine)			
	VIIK27	set bins in a "by pass" position			
	VIIK28	fill out set printer tray with ink			
	VIIK29	release all night latches (to release rollers)			

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rriculum Area	Code	The student will	Initial and Indicate Date Introduced	Mastered	Comments
	VIIH27	operate electric jig saw			
	VIIH28	use wood chisel to remove unwanted wood section			
	VIIH29	operate router			
	VIIH30	operate joiner - planer			
	VIIH31	use electric nailer			
	VIIH32	operate electric table saw			
	VIIH33	operate hand held electric circular saw			
	VIIH34	use turning tool			
	VIIH35	use framing square			
	VIIH36	measure length using folding ruler			
	VIIH37	measure length using tape measure			
	VIIH38	measure length angle and level using tri-square			
	VIIH39	operate electric lathe			
mpus	VIII1	store newly arrived supplies in supply room			
aintenance	VIII2	deliver household supplies to departments as directed			
	VIII3	deliver juice/snacks to classrooms			
	VIII4	empty garbage/trash from containers into dumpster			
	VIII5	assist in changing light bulbs			
	VIII6	change light bulbs			
	VIII7	deliver household supplies as requests are received			
o Maintenance	VIIJ1	distribute tools from tool room			
	VIIJ2	sweep tool room			
	VIIJ3	mop tool room			
	VIIJ4	clean tools after use			
	VIIJ5	clean work area			
	VIIJ6	vacuum inside of vehicles			
	VIIJ7	clean door panels/dashboard in vehicles using a wet rag			
	VIIJ8	dry vehicles after washing			
	VIIJ9	wash vehicles			
	VIIJ10	wax vehicles			
	VIIJ11	check oil			
	VIIJ12	check transmission fluid			
	VIIJ13	change oil in vehicle			
	VIIJ14	change tire			
	VIIJ15	grease vehicle			

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Curriculum Area	Code	The student will	Initial and Indicate Date: Introduced	Mastered	Comments
	VIIK30	ink rollers (after latches released)			
	VIIK31	measure and add fountain solution			
	VIIK32	add paper (in stack)			
	VIIK33	adjust paper guidelines			
	VIIK34	start printing press			

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culum Area	Code	The student will	Initial and Indicate Date: Introduced	Mastered	Comments
ry ercial)	VIIA1	clean work area at completion of training period, e.g., mops, sweeps, puts away materials used			
	VIIA2	place pre-sorted clothes in washing machine			
	VIIA3	remove clothes from dryer after drying			
	VIIA4	fold clothes after drying			
	VIIA5	hang clothes on hangers after drying			
	VIIA6	operate washing machine (i.e., selecting temperature, fabric type and water level, and adding necessary cleaning solutions)			
	VIIA7	transfer washed garments from washing machine (or basket) to dryer			
	VIIA8	operate dryer (i.e., select temperature and time)			
	VIIA9	sort garments by color and/or fabric type for washing			
	VIIA10	operate electric hand iron			
	VIIA11	operate electric roll press			
dial ning	VIIB1	store equipment and supplies in appropriate storage closets			
	VIIB2	clean windows			
	VIIB3	arrange items/garments in drawers in neat order			
	VIIB4	arrange items/garments in closets in neat order			
	VIIB5	use broom to sweep floors			
	VIIB6	remove dust from furniture, door facings, etc., using dry cloth			
	VIIB7	use wet mop to clean floors			
	VIIB8	clean lavatories			
	VIIB9	clean bathtub			
	VIIB10	clean shower			
	VIIB11	clean commodes			
	VIIB12	clean mirrors			
	VIIB13	wax floors with mop			
	VIIB14	operate vacuum cleaner to clean carpet or to assist in removing dirt from floors			
	VIIB15	mix cleaning chemicals according to instructions of trainer			

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culum Area	Code	The student will	Initial and Indicate Date Introduced	Mastered	Comments
nhouse	VIIC1	clean tools after completion of task			
	VIIC2	store tools after use			
	VIIC3	clean greenhouse after work session			
	VIIC4	wash plant pots			
	VIIC5	mix potting soil			
	VIIC6	water shrubs			
	VIIC7	water plants in greenhouse using hose or hand sprinkler			
	VIIC8	make root cuttings			
	VIIC9	place cuttings in rooting medium			
	VIIC10	mix mulch in compost bin			
	VIIC11	sow seeds in bedding trays			
	VIIC12	prepare bedding trays for planting			
	VIIC13	transfer plants from bedding trays or rooting containers to pots/cups			
	VIIC14	prune plants			
	VIIC15	adjust water to proper temperature for watering			
	VIIC16	move plants to different locations as need for light and temperature varies			
	VIIC17	visually inspect plants for disease, need of water, etc.			
ry	VIID1	store supplies used in bakery			
	VIID2	put away supplies used in baking			
	VIID3	wash baking utensils			
	VIID4	dry baking utensils			
	VIID5	insert label into bread package			
	VIID6	measure liquid ingredients			
	VIID7	measure dry ingredients (cups or spoons)			
	VIID8	place loaf of bread in plastic bag			
	VIID9	package bar cookies			
	VIID10	clean preparation tables (work area)			
	VIID11	sweep floor			
	VIID12	mop floor			
	VIID13	operate five gallon, commercial type of mixer			
	VIID14	mix ingredients for bar cookies			
	VIID15	prepare and arrange ingredients for bar cookies			
	VIID16	place bread dough in baking pans			

NAME: _____
DOB: _____

rriculum Area	Code	The student will	Initial and Indicate Date Introduced	Mastered	Comments
od Services	VIIF1	place serving dishes of food containing each table ration for meal			
	VIIF2	place milk carton/glass by each place setting on table			
	VIIF3	pour juice in glasses			
	VIIF4	put ice in glasses			
	VIIF5	pour water or tea over ice in glass			
	VIIF6	pour coffee in cups			
	VIIF7	wrap flat ware (knife, fork, spoon) in napkin			
	VIIF8	pick up dirty dishes from table and put on cart			
	VIIF9	set table			
	VIIF10	prepare cold cereal			
	VIIF11	serve food for cafeteria line			
	VIIF12	wipe and clean table and chairs after meal			
	VIIF13	sweep floor after meal			
	VIIF14	mop floor after meal			
	VIIF15	empty trash containers after meal			
	VIIF16	make coffee with electric drip coffee maker			
	VIIF17	operate commercial type of dishwasher			
	VIIF18	prepare vegetables/fruit for cooking or salad			
ounds aintenance	VIIG1	clean tools after use			
	VIIG2	store tools after use			
	VIIG3	water plants on grounds with direction from instructor			
	VIIG4	rake leave/debris from small area into piles			
	VIIG5	rake entire grounds			
	VIIG6	pick piles of leaves/debris and place in bags or wheel barrow			
	VIIG7	use hoe to weed/prepare flower beds			
	VIIG8	use shovel for digging holes to plant shrubs			
	VIIG9	use post hole digger for deep holes			
	VIIG10	mix mulch for planting			
	VIIG11	plant shrubs			
	VIIG12	use weed eater			
	VIIG13	sharpen tools with hand file			
	VIIG14	operate lawn mower			

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NAME: _____
DOB: _____

riculum Area	Code	The student will	Initial and Indicate Date: Introduced	Mastered	Comments
	VIID17	mix ingredients for bread dough			
	VIID18	prepare and arrange ingredients for bread dough			
	VIID19	place bread dough in oven			
	VIID20	shape/cut bread dough for pans			
	VIID21	knead bread dough			
	VIID22	operate oven (i.e., set time and temperature)			
	VIID23	slice baked bread			
etable rdening	VIIE1	clean garden tools after use			
	VIIE2	return tools to storage after use			
	VIIE3	obtain garden tools as directed by instructor			
	VIIE4	water plants (using garden hose, sprinkler, or buckets)			
	VIIE5	remove grass, etc., from soil with rake			
	VIIE6	rake leaves and trash into piles			
	VIIE7	pick up leaves, trash, and small limbs and place in bags or on trailer			
	VIIE8	use shovel to turn ground or dig hole for planting			
	VIIE9	mix mulch for planting			
	VIIE10	use hoe to remove grass and weeds from around plants, loosen soil around plants or prepare beds for planting			
	VIIE11	prepare beds for planting by use of hoe, rake, shovel and tiller			
	VIIE12	plant seeds or plants in prepared beds			
	VIIE13	plant seeds or plants in prepared rows			
	VIIE14	harvest vegetables			
	VIIE15	stake tomato plants			
	VIIE16	select tool appropriate to task without direction from trainer			
	VIIE17	make up rows			
	VIIE18	use post hole digger			
	VIIE19	sharpen tools using file			
	VIIE20	use tiller to prepare soil for planting			
	VIIE21	operate tractor			

LEISURE

LEISURE

Leisure should be an integral part of the student's educational program. Home/school coordination is essential, and attempts to extend the school recreation/leisure activities into the home should be made on a consistent basis. As a student moves through levels of school, he should continue to be exposed to new leisure experiences. At the same time, it is necessary to increase the student's repertoire of activities that he can perform independently across home, community, and vocational environments.

In programming leisure activities for individual students, consideration should be given to the following:

1. student interests (e.g., teach students to indicate choice, exhibit initiative)
2. student strengths (e.g., cognitive, physical, emotional)
3. parent interests and preferences
4. age appropriateness
5. ease of accessibility for student/family from home (e.g., Is facility or one like it within walking distance from student's home? On a bus line? Within reasonable driving distance for parents?)
6. cost factors
7. level of independence the student may safely acquire (e.g., a student should be involved in activities in which he acquires only minimal independence as well as those activities in which he could achieve total independence)
8. number of participants (e.g., students should be taught activities that they can participate in a) alone, b) with a small group of 1-5 people, and c) with a large group of more than 5 people)
9. opportunities for interactions with nonhandicapped peers.

The ultimate goal of any leisure program should be to facilitate independent use of leisure time with age-appropriate recreational activities. Because such a wide range of skills can be found in this document and the majority are already task analyzed, activities rather than skills are listed in this section. Most of the skills required for leisure activity will be found in the motor, social, or activities of daily living sections.

The following chart is intended as suggestions and examples of various activities. It is, of course, assumed that the list will be expanded and adjusted by the teacher to fit not only the unique abilities and needs of the specific students, but also the unique abilities and needs of the specific teacher.

LEISURE TIME

NAME: _____
DOB: _____

riculum Area	Code	The student will	Initial and Indicate Date: Introduced	Mastered	Comments
edentary	VIIIA1	paint/draw			
	VIIIA2	sculpt			
	VIIIA3	play commercially made games requiring one player			
	VIIIA4	act as a spectator			
	VIIIA5	demonstrate appropriate use of cosmetics (e.g., experimenting)			
	VIIIA6	select preferred viewing and listening activities (e.g., radio, television, movies, stereo)			
	VIIIA7	collect items of interest (e.g., stamps, seashells)			
	VIIIA8	participate in sewing activities			
	VIIIA9	participate in needle craft			
	VIIIA10	care for small animals			
	VIIIA11	use automatic slide projector			
	VIIIA12	participate in music activities (i.e., singing, instruments)			
	VIIIA13	look at and/or activate mobile/wind chimes			
	VIIIA14	manipulate busy boxes (for infants, toddlers ONLY)			
	VIIIA15	manipulate crib gyms (for infants, toddlers ONLY)			
	VIIIA16	play with video games			
Active	VIIIB1	garden			
	VIIIB2	walk			
	VIIIB3	jog			
	VIIIB4	ride bike			
	VIIIB5	hike			
	VIIIB6	fish			
	VIIIB7	engage in water play/swimming			
	VIIIB8	participate in playground activities/use of playground equipment (swings, slides, ladders)			
	VIIIB9	participate in camping activities			
	VIIIB10	participate in dual or team sports			